

**DEVELOPING PICTURE SERIES FOR TEACHING LISTENING SKILLS
THROUGH STORYTELLING TO THE FIFTH GRADE STUDENTS OF
SD IT INSAN CENDEKIA BOYOLALI**

A Thesis

**Presented as Partial Fulfillment of the Requirements for Attainment of the
Degree of *Sarjana Pendidikan* in English Education**



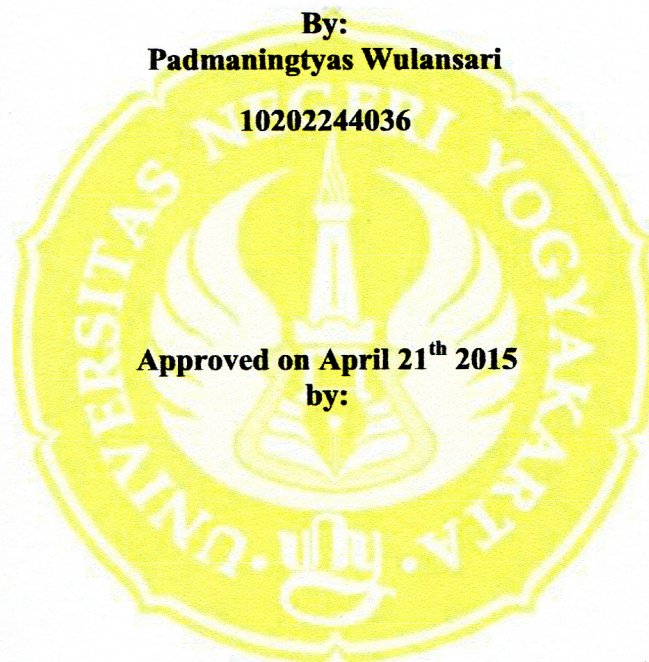
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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
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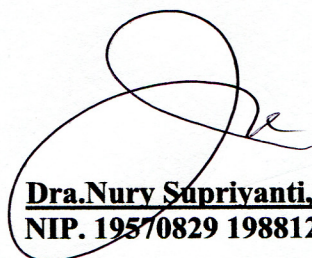
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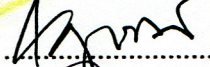

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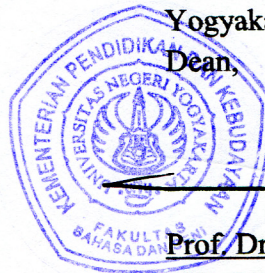
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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang sepengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain kecuali bagian-bagian tertentu yang saya kutip sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, May 2015

Peneliti,



Padmaningtyas Wulansari

MOTTOS

But Allah is your protector, and He is the best of helpers.

(QS. Ali-Imran: 150)

Call upon Me, and I will respond.

(QS. Al-Mukmin: 60)

And never is your Lord forgetful.

(QS. Maryam: 64)

Verily, with every difficulty there is relief.

(QS. Al-Insyirah: 6)

Tomorrow belongs to those who prepare for it today.

(African Proverb)

DEDICATIONS

This thesis is dedicated to:

my beloved mother and best friend ever, Tri Marningsih

my lovely father, Joko Sudiro

my cute baby brother, Bima Aji

my superb friends, Aiuk and Rispi

my supervisor, Ibu Nury Supriyanti, M.A.

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DEVELOPING PICTURE SERIES FOR TEACHING LISTENING SKILLS THROUGH STORYTELLING TO THE FIFTH GRADE STUDENTS OF SD IT INSAN CENDEKIA BOYOLALI

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ABSTRACT

The aim of this research is to develop picture series for teaching English through storytelling to the fifth grade students of elementary schools.

The type of this research is considered as Research and Development (R & D). The research subjects were 24 students in the fifth grade of SD IT Insan Cendekia. The procedure of this research was conducting a needs analysis, writing the course grid, designing, producing, assessing, revising, implementing, evaluating the media, and producing the final media. An observation guideline, interview guidelines, and questionnaires were the instruments used in this research. The questionnaires were distributed to 10 English teachers and students to assess the media. The data obtained from the observation and interviews were analyzed qualitatively, and those obtained from the questionnaires were analyzed quantitatively.

The needs analysis result shows that the students need interesting media and fun activities for learning listening skills based on the themes they like. There are two *picture series* which have been developed. The *picture series* cover the students' needs. For the assessment, there are three aspects of the products which were assessed by the English teachers. Those are the media, the materials, and the teacher's guide. The percentage scores of all aspects based on the assessment are more than 89%. Moreover, the result of the analysis of the questionnaires for the students shows that the media are very good because they get scores more than 85%. The result of the questionnaires is also supported by the result of interview with the students and the English teachers. It can be concluded that the products are very good and appropriate for teaching English to grade five students of elementary schools.

Keywords: developing media, storytelling, picture series

CHAPTER I

INTRODUCTION

A. Background of the Problem

In 2012, the government formulated a new curriculum namely 2013 Curriculum. On 2013 curriculum, unlike the school based curriculum which applied English as a local content subject, English is no longer to be taught to elementary school students. There is less awareness of the importance role of English in this global era.

However, some private elementary schools still teach English to their students. They are aware of the globalization trend which is using English as a world language. There is a strong belief that teaching a foreign language to young learners is more effective than teaching to the older ones. According to Brewster *et al* (2002:3), starting to learn a foreign language several years earlier was simply to increase the total number of years spent learning the language. Besides, young children seem to have a greater facility for understanding and imitating what they hear than junior high school pupils. Teaching English to elementary school students supports their readiness in learning the language at the higher level.

The way of teaching English to children should be appropriate with their characteristics. Children learn about here and now. They are more interested in learning about something that they can see, touch, and hear than the unreal one. In order to teach children effectively, the teacher should conduct interesting teaching

learning activities. The class atmosphere, the teaching materials, and the topics should be fun and related to children. The teaching media has an important role in creating fun learning process. Teachers can use interesting teaching media to improve children's motivation in learning the language. Pinter (2006) states that young children are intrinsically motivated which means they want to learn because they enjoy the process of learning English for their own sake.

Learning English means learning the four skills. They are listening, reading, speaking, and writing. Listening is the very first skill which should be acquired by children. By listening, children are preparing to replicate the sounds when they speak (Linse and Nunan, 2005: 25). Listening to a foreign language is a hard work for young children but the teacher can overcome the problem by teaching them using songs, games, rhymes, or stories.

Even though listening is a very important skill that should be learned, there are only a few teachers who teach listening. Based on the observation done to the fifth grade students of SD IT Insan Cendekia, the researcher found that their learning activities only focused on reading and writing. There was only a small portion of learning listening. Children had difficulties in getting what the teacher said in English. Besides, teaching English using interesting media was rarely done.

In relation to the condition, interactive media are needed by the teacher to help them conducting fun and interesting teaching learning activities. Looking at the problems, picture series are the appropriate media in teaching listening

through storytelling. The media are expected to draw students' attention to the lesson. By seeing the pictures, students are able to understand the story line better. A research to develop picture series should be conducted.

B. Identification of the Problems

Before the research was conducted, an observation was done to identify the problems of teaching English listening skill. Based on the observation, the following problems were found.

Firstly, the problem was related to the materials. The materials were very limited. A textbook was the only source in learning English. The materials given were English words and the translations. Sometimes grammar was taught. The teacher said that it was difficult to find the appropriate materials for teaching listening to the fifth grade students.

The last problem was the media. Media like pictures, hand puppets, flashcards, and so on which can be used to get students' attention and build fun atmosphere in the class were rarely used in the teaching activities. Learning English seemed to be monotonous and boring for the children. Besides, the teaching and learning process was not done effectively. The lack of media caused the teacher to write down the materials on the white board or read aloud the materials during the class. It made the teacher to have difficulties in controlling the students. It was a hard work for the teacher in getting and creating the appropriate and interesting media for teaching listening.

C. Limitation of the Problems

Based on the background and the identification of the problems above, the broad problem areas have to be limited in order to have a distinctive focus. The research is focused on developing picture series as media for teaching English listening skill to the fifth grade students of SD IT Insan Cendekia.

D. Formulation of the Problem

The problem is stated :

“How can picture series be developed as media for teaching listening skill through storytelling to the fifth grade students of SD IT Insan Cendekia?”

E. Objective of the Research

According to the formulation of the problem, the objective of this research is to develop picture series for teaching listening skill through storytelling to the fifth grade students of SD IT Insan Cendekia.

F. Specification of the Developed Product

The aim of this research is to develop educational products which can be used for teaching English to the fifth grade students. Those consist of two picture series, a teacher’s guide, and a workbook.

First, the picture series are the main products of the research. There are two sets of picture series which illustrate two different stories. The first story is entitled *The Gingerbread Man*. The set consists of two exercise pages of and 12

pages of colourful illustrations. The second story is *The Little Indian Boy* with 11 pages of illustrations. Those two stories teach about instructions.

The second one is the teacher's guide. It contains teachers' practical instructions on how to use the picture series and how to conduct the teaching and learning activities. It is written using *Microsoft Office 2007* program and printed on A4 papers.

The last is the workbook which is used to assess students' understanding of the stories. It contains two units. There are different types of assignment to provide challenging and interesting listening activities. The book can be multiplied as students' worksheet.

G. Significances of the Research

The result of this research is expected to give some benefits for the students, the teachers, the researcher, media developers, English course writers, and book publishers.

1. For the children

The result of the research is expected to help children in learning English listening skills. It also helps them to be more focused on the lesson so they can improve their listening ability

2. For the teachers of children

The result is assumed to enrich teachers' knowledge of developing the appropriate media in teaching listening to children. Besides that, it will inspire the

teacher to develop appropriate and interesting media for teaching English to children.

3. For other researchers

The research is expected to be a reference for other researchers in conducting another research of relevant topics.

4. For English course writers and media developers

The product of the research is assumed to encourage English course writers and media developers to make effective, good, and appropriate books and media books for teaching listening to children.

5. For Book Publishers

The research result is expected to show the book publishers in Indonesia that books for children have potential markets for educational institutions.

H. Assumptions and Limitation in The Product Development

The products are assumed to be the appropriate media for teaching English listening skills to the fifth grade of elementary schools. The picture series will make the teaching and learning activity fun and interesting so the students will be more motivated to learn English. The illustrations also help the students to understand the story better and make them more focused on the story line. In addition, the teachers have no difficulties in delivering the material. The picture series are alternative media for teaching listening. The teachers do not need to do a complicated preparation in teaching listening so the teaching and learning process takes time efficiently.

On the other hand, there are some limitations of the products because those are only prototypes. Firstly, the main products only consist of two different kinds of pictures series and those only have two themes; (1) food, (2) adventures. Besides, those only focus on teaching listening skills. Then, due to the strict time in doing the research, the try-out for the book was done in only one school. The participants were only the fifth grade students of SD IT Insan Cendekia. Besides, the products only got the validations from 10 English teachers which were used as the expert's judgments without comparing to the other similar products in identifying the feasibility of the media.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

A. Theoretical Review

1. Teaching English as A Foreign Language to Children

a. The Characteristics of Children as Young Language Learners

Children are different from adults. They are not adults in miniature. They have their own way in learning something. According to Brown (2001: 88), unlike adults' attention span, children's can be shortened when they have to deal with material that they find it boring, useless, or too difficult.

Likewise, Harmer (2001: 38) states that young children learn differently from older children, adolescents, and adults in the following ways:

- 1) They respond to the meaning even if they do not understand individual words.
- 2) They often learn indirectly rather than directly – that is they take in information from all sides, learning from everything around them rather than only focusing on the precise topic they are being taught.
- 3) Their understanding comes just from explanation, but also from what they see and hear and, crucially, have a chance to touch and interact with.
- 4) They generally display an enthusiasm for learning and curiosity about the world around them.
- 5) They have a need for individual attention and approval from the teacher.
- 6) They are keen to talk about themselves, and respond well to learning that uses themselves and their own lives as main topics in the classroom.
- 7) Young children have a limited attention span. They often get bored and lose their interest easily.

Children learn and get information from everything that is going on around them. They learn best when they are cognitively, mentally, psychologically, emotionally, physically involved. It is impossible asking the children to only focus on the teacher's explanation along the teaching learning process.

Children's different way in learning from adults' might be caused by several factors. Brewster *et al* (2002:27) indicate those factors:

- 1) They have a lot physical energy and they often need to be physically active.
- 2) They have a wide range of the emotional needs.
- 3) They are emotionally excitable.
- 4) They are developing conceptually and they are also at an early stage of their schooling.
- 5) They are still developing literacy in their first language.
- 6) They learn more slowly and they forget things quickly.
- 7) They tend to be self-oriented and they preoccupied with they own world.
- 8) They easily get bored.
- 9) They are excellent mimics.
- 10) They can concentrate for a surprisingly long time if they are interested.
- 11) They can be easily distracted but also very enthusiastic.

In addition, every child has different development. Their educational development including learning a second language or a foreign language is influenced by their age level. In their book, Scott and Ytreberg (1990: 1) divide children into two main groups. They are the five to seven years old who are at the beginner stage or level one and eight to ten years old who are at level one and level.

The fifth grade students who are the subject of the study belong to the eight to ten years old group. In general, children at this age group have two different sides, the adult side and childish side. Scott and Ytreberg (1990: 3-4) propose the other characteristics as listed below:

- 1) Children's basic concepts are formed. They have very decided views of the world.
- 2) Children can tell the difference between fact and fiction.
- 3) Children ask questions all the time.
- 4) Children rely on the spoken word as well as the physical world to convey and understand meaning.
- 5) Children are able to make some decisions about their own learning.
- 6) Children have definite views about what they like and do not like doing.

- 7) Children have a developed sense of fairness about what happens in the classroom and begin to question the teacher's decisions.
- 8) Children are able to work with others and learn from others.

Eight to ten year old children are very capable of understanding abstract concept. As competent mother tongue users, children's basic elements of a language are in place and their awareness of their first language syntax is high (Scott and Ytreberg, 1990). Moreover, they are aware of a foreign language and ready to learn it.

In conclusion, children have many characteristics which are important to be concerned about in designing the appropriate teaching activities, materials, and media.

b. The Principles of Teaching English to Children

In Indonesia, English is one of foreign languages which are taught to children. Teaching English as a subject in a non-English environment is not an easy work. The teacher should consider some principles to fit children characteristics. The principles are totally different from the adult's. Some experts suggest the following principles:

1) Intellectual Development

At their ages, children are still in an intellectual stage where they have limitations in understanding abstract concepts. They are centered on the here and now, also on the functional purposes of language in learning a new language (Brown, 2001:88). Explaining abstract notions such as grammar rules and linguistic concepts do not work well with children.

The activities done in English teaching and learning process should fit children's intellectual development. The best time to introduce some sort of simple grammar is either when a child asks for an explanation, or when a child will benefit from learning some grammar (Scott and Ytreberg (1990: 6-7)). The explanation should be in simple terms which help children to get the point straightly.

2) Attention Span

Children have short attention span when they have to deal with boring, useless, and complicated materials (Brown, 2001:89). Teachers should arrange fun and interesting learning activities to get their attention. In their book, Scott and Ytreberg (1990: 5-6) state that teachers can do some varieties in the classroom including variety of activity, variety of pace, variety of organization, and variety of voice.

3) Sensory Input

According to Brown (2001: 89), children need activities which stimulate their five senses and cover the visual and auditory modes in learning a language. In line with the statement, Scott and Ytreberg (1990: 5-6) propose some classroom activities. Firstly, involve children in the teaching and learning activities through movement and senses. Teachers can also use pictures and objects around the school to explain some terms. Secondly, let children to experience the language by making up rhymes, singing songs, and telling stories.

4) Affective Factors

Brown (2001:89) argues that children are innovative in language forms but they still have many inhibitions especially to peers. Some children are also insecure about their friends and their abilities. It will make them reluctant to communicate using the language. Teachers' job is to overcome those barriers through building communication among the children and the teacher. Teachers can ask children to participate in the teaching and learning activities. Besides, they are not allowed to scold children when they do a mistake.

5) Authentic and Meaningful Language

Children are only focused on the here and now use of the new language and are less willing to deal with the language which is not useful for them (Brown, 2001: 90). In addition, Cameron (2001:19) shows that children actively construct a meaning and purpose for what adults say to them and ask them to do in the terms of their world knowledge. Teachers should put themselves on children's shoes in deciding the materials that will be understood and made sense by the children.

Based on the theories proposed by some experts, there are five principles of teaching English to children. Those can be used as consideration for teachers in designing the effective and appropriate teaching and learning activities.

c. Classroom Management

Dealing with children, teachers of children should have the ability to take care of children and to control them at the same time. Teachers should understand good and appropriate classroom management so they can manage children's

behavior and work well with them. Children will feel comfortable to learn and have no burden to do activities in the class. There are four main strategies in organizing classroom management proposed by some experts:

1) Motivating children to learn

Dörnyei in Brewster *et al* (2002: 218) state that one of the key factors that influences the rate and success of second/foreign language learning is motivation. Children, in their age, have no specific motivation to learn a foreign language like the adults do. Teachers' job is to bring a joyful feeling of learning English to children so they do not think that English is difficult and burdensome. Children will keep motivated to learn English forward.

Young children have a very keen sense of fairness (Scott and Ytreberg, 1990: 9). To keep children's motivation high, teachers should treat all of the children equally. Treating them differently makes children feel that their teachers do not like them and it is an obstacle to achieve the teaching and learning goal. Furthermore, teachers should adopt a 'critical attitude' to the activities and tasks they use and the expectations they create (Cajkler and Adelman in Brewster *et al*, 2002: 218). They can discuss their work for children with their colleagues or evaluate the work after it was given to children.

2) Managing classroom control and discipline

Losing control and discipline of the classroom can lead the class into chaos. Teachers should have the ability to manage their students being disciplined and under control. There are areas that help teachers to facilitate an effective learning environment.

First, establish clear rules. Children appreciate knowing the rules that are stated in positive terms and establish what children are expected to do clearly (Linse and Nunan, 2005: 187). Teachers should explain or demonstrate the rules in front of the children. They can also stick illustration pictures of the rules at the class wall. The consequences for breaking the rules can be communicated among teachers, parents, and children. If they break the rules, teachers should give children understanding that they have to do the consequences without scolding them.

Secondly, establish routines. Nelson in Brewster *et al* (2002: 219) shows that children develop scripts or mental maps to understand routines in their lives in the same way that adults do. At the beginning of the year, teachers can introduce class routines such as singing a greeting song, saying a prayer, checking attendance, etc. Children will learn to deal with the routines, gradually be familiar with them, and feel confident in the class.

Third, consider the use of voice. According to Harmer (2007: 36), teachers should pay attention to their voice audibility, variety, and conservation. In order to conduct an effective teaching and learning activity, teachers should make sure all of the children can listen to their voice clearly. It is not only to maintain children's attention, but also to help them to understand what is being taught. Besides, varying the quality of their voices and the volume the teachers speak according to the type of activity and lesson will give the children clues what their teachers expect them to do. In teaching children, teachers should be able to conserve their vocal energy.

3) Organizing seating arrangement

There are three different seating arrangements explained by Harmer (2007: 41-43). First, students sit in orderly rows. In this seating arrangement, teachers will be able to see the whole class and children have a clear view of their teachers, but it is important for teachers to keep children involved in the activity. The second is circles or horseshoes arrangement. It is suitable for small classes. The classroom is a more intimate place and the potential for children to share feelings and information. The last is separate tables' arrangement. The children seat in small groups at individual tables. It is useful for classes which have mixed-ability children.

4) Organizing learning activities

Teachers need to anticipate the effects on children of different kinds of activities (Brewster *et al*, 2002: 224-225). Classroom activities may occupy children physically or calm and settle them. Based on the class activity, teachers can decide children to work individually, in pairs, or in a group. Asking children to work in pairs or in a group can be a hard work for teachers because some children prefer to work alone. To overcome the problem, the pairs or group members are arranged based on children's choice.

In order to achieve the teaching and learning goals, teachers should allocate teaching time effectively. According to Brewster *et al*, (2002: 228), there are several points which should be considered by teachers after ending a class:

- a) Plan, so you do not have to stop in the middle of an activity.
- b) Finish works on the main teaching point a little early rather than late; you can always find an activity to fill up a few minutes.

- c) If you want to give out homework, take time to explain it beforehand and give an example.
- d) Plan a teacher-led review session at the end of each class.

From some definitions above, it can be concluded that there are some points that should be taken into account by teachers in case they want to conduct conducive and effective teaching and learning activities. Well-organized plans are the key of a successful classroom management.

d. Theme Based Language Teaching

A theme integrated teaching is affirmed to better suit the way that young children naturally learn (Cameron, 2005:181). By focusing on a particular theme, teaching materials and learning activities can be related to children and anything in the class. Cameron also mentions on his book (2001: 182) that by adopting this approach, the realistic and motivating uses of the language with meaning and purposes for children are clear.

Because the focus of the approach is on a theme and the contents of the material are arranged around the theme, these make the teaching and learning activity to be more effective. There are some explanations about the effectiveness of theme based work (Scott and Yterberg, 1990: 84-85).

- 1) By concentrating on a particular theme, the language is less important than the lesson content. The lesson can be related to children's interests and experiences.
- 2) Working on a particular theme helps children to associate words, functions, structures, and situations with the theme. Association helps memory, and learning a language in context clearly helps both understanding and memory.

- 3) Theme based teaching accommodates the chances which are not always covered by textbooks such as going into a subject in detailed, bringing out children's reactions and feelings, providing necessary vocabulary for children, and bringing out children's need more into focus.
- 4) Giving a personal or local touch to materials which may not have been produced in teachers' country is easily done when teachers work on particular themes. The way teachers organize the materials within a topic is very personal and is dependent on the particular class that they are teaching at that particular time.
- 5) Theme based teaching supports teachers to rearrange their materials to suit what is happening generally at the time of teaching.
- 6) By looking at how much the theme arouse students' interest, how much language work, how much time are available, and how much materials teachers have, teachers can decide to lengthen or shorten the amount of teaching and learning time as they like.
- 7) The work of theme-based teaching in the classroom naturally includes all the language skills as well as guided and free activities because it emphasizes on content.

Cameron (2001: 185-190) explains that to adopt the approach successfully teachers should do several things including finding a theme, planning content, and planning language learning tasks. Finding a theme can come from the children's current interests, from topics being studied in other classes, from a story, or from a local or international festival or event. In planning content, teachers can do

brainstorming to have one idea and then sparks off others through random and spontaneous links. After that, they write down ideas and connections without forcing them into linear form. By doing those two activities, teachers can move to identify activities and language goals. To plan the tasks, teachers can organize tasks into stages, each with language and content goals, and fitted to the timing of lessons.

Based on the explanation above, theme based language teaching is suitable to be applied in teaching English to children especially when English is no longer as the part of the curriculum. English teachers have the freedom to plan their own teaching activities and materials based on the students' needs. It gives many benefits for children in learning English. Teachers should do some planning activities so the teaching and learning activities will be successful and effective.

2. Teaching Listening Skill to Children

a. The Importance of Teaching Listening Skill to Children

Listening skill is very crucial in communication activity. As one of receptive skills, listening focuses on receiving oral information. When children start learning English, they spend their time more to listen because they need an input language before they are able to produce the language. It means that children speaking skill are based on their listening skill. They learn to pronounce words and speak through listening to the pronunciation, intonation, and stress of words.

According to Harmer (1998: 97-98), there are three important reasons listening skill should be taught to children. First, the children learn different spoken varieties and accents of English so they will have an idea about English as

a world language. The number of variety to be taught should be appropriate with their level. Second, children acquire English subconsciously through listening. They learn grammar, vocabulary, pronunciation, rhythm, intonation, pitch, and stress without any burden. Third, children can get any helps from teachers in learning listening skill and performing it. They will be good listeners because they listen effectively.

In line with Harmer, Pinter (2006:56) states that after children have been exposed to English through listening, they soon are willing to talk about their world and participate in interactions with their friends in class and other language speakers. By listening to the teachers or their friends, the children develop their communicative skill and social skill. They learn to listen to the others and give them feedbacks.

Besides, by developing good listening skills, children's reading comprehension skills will be improved because they are able to match the sounds of spoken words with the similar symbols (Linse and Nunan, 2005: 25). Children at the age of eight to ten are able to understand symbol of words. There are possibilities that they have less difficulty in matching the sound and the written form of words.

Based on the theories above, listening is very essential to be learned by children. It should be stressed before speaking skill because recognition knowledge is required to process and to decode the oral input, whereas retrieval

knowledge is required to encode and generate speech. It is the most communicative and practiced skill that needs to be developed as much as possible.

b. The Principles of Teaching Listening Skill to Children

The way of teaching listening to children is different from adults because children cannot sit still in their desks like the adults do. Children should be involved in the teaching and learning activities. Teachers cannot ask students to always listen to and remember the lesson. Unconscious repetition of important parts of spoken texts is more effective method than force them to remember the texts.

Moreover, in teaching listening to children, there are guidelines which should be followed in order to develop children's listening skills. These are lists of the guidelines proposed by Brewster *et al* (2002: 98).

1) Giving the children confidence.

Teachers' gestures, tone of voice and visual aids will help children feel confident about what is important to concentrate to.

2) Explaining why the children have to listen.

Teachers should make sure the learners know clearly about the reason why they are listening, and what the purpose of the activity is by spelling out which part of the message they need to focus on and what they are going to do. Deeply, the following lists describe the kinds of listening purposes.

- a) To physically settle pupils: to calm when they are too boisterous.
- b) To stir pupils: to stimulate or allow them to physically let off steam if they seem bored or tired.

- c) To improve the general listening attitude: listen for enjoyment, improve concentration span, or develop the memory.
 - d) To develop aspects of language: listening to improve pronunciation, stress, rhythm, and intonation, as well as familiarity with new words and structures.
 - e) To reinforce conceptual development: spoken texts can act as useful revision for reinforcing concepts such as number, size, or cause and effect.
 - f) To interact with others: activities which encourage children to work with others require the learners to negotiate meaning by listening and asking questions, checking meaning, agreeing, and so on.
 - g) To provide support for literacy: older children can be encouraged to make connection between spoken and written English by picking out written words or statements which are part of a spoken message.
- 3) Helping children develop specific strategies for listening.

The important listening strategies are; a) predicting (encouraging listeners to guess what they think they will be listening), b) working out the meaning from the context (encouraging listeners to use pictures, their general knowledge, or the message to work out the meaning of unfamiliar words, c) recognizing discourse patterns and markers.

- 4) Setting a specific listening task.

In order to make listening an active, learning-focused process, teachers need to develop a repertoire of different pre-, while-, and post-activity types which fit different types of language.

5) Organizing listening.

Listening materials can be recorded materials and teachers' talk. Designing good activities which improve children's listening comprehension can be done by giving visual pictures, books, or sentence strips when children listen.

Children are expected to enrich input language with some regular listening practice in learning English as a foreign language. They will listen to many varieties of oral texts through teachers' talk, singing chanting, dialogues, instruction giving, and storytelling. Besides, audio tapes and videos are alternative media in teaching listening skills. Using good qualities audio tapes to accompany teachers while teaching will help teachers who are not confident about their English proficiency (Pinter, 2006: 65).

Effective teaching listening to children can be achieved if the teachers followed the principles of teaching listening which based on children's characteristics and development. Here are the principles that suggested by Scott and Yterberg (1990: 21-22).

- 1) Giving visual back-up through facial expression, movement, mime, and pictures.
- 2) Saying things clearly and repeating them.
- 3) Not overloading children on listening tasks.
- 4) Checking children's understanding during listening process.
- 5) Designing the appropriate listening activities to create cheerful or nice quite atmosphere.

It is worthy to remember that something that has been heard is very easy to be forgotten. Children who have short attention span can easily forget what they hear and get nothing from their listening class if the teachers have no idea how to teach listening to them. Repetition is really needed in a listening class because it is impossible to re-listen materials if the teachers do not retell them. Then, pointing out some important things, directing children's attention to specific points, and asking children's understanding along the teaching learning process should be done in order to make children learn effectively. Besides, teachers should remember that listening is not a passive activity and it is important for teachers to involve children in the class activity.

In conclusion, making the children feel confidence to learn listening, stating the reason why the children have to listen, assisting the children to develop listening strategies, setting up the suitable tasks, and deciding the choice of using recorded or live inputs are the important points that must be considered by teachers in teaching listening to children. Besides, children should be given a lot of opportunities to practice listening in a fun way so they will not feel that practicing listening is a burden. Visual support, clear pronunciation input, and repetition are also important in teaching listening to children.

c. Types of Listening Activities

Listening activities can be divided into two groups. They are extensive and intensive listening (Harmer, 2001: 228). The further explanation of each activity is written below.

1) Extensive Listening

The focus of extensive listening activities is to develop good understanding of an oral language through encouraging students to choose what they listen to so they can improve their general language in fun ways. By letting them choosing what they are going to listen to, students' motivation in learning the language increases significantly. The activity of this listening type usually takes place outside the classroom.

Many sources can be used to provide the materials for extensive listening. In order to make extensive listening works effectively, a collection of audio tapes of different levels, topics, and genres are required. Students are allowed to borrow the tapes in condition they return them later. Besides, teachers should explain the advantages of extensive listening. For the task, teachers can ask the students to give feedback on the tapes they have enjoyed and loved the most.

2) Intensive Listening

Intensive listening emphasizes students to really pay attention to spoken texts because they have to get every detail of language (sounds, words, and grammars) which creates meaning. This type of activity is often done in a teaching and learning process. Based on the teaching media, it is divided into two: using taped and live listening.

a) Using taped materials

Using taped materials in a listening class allows students to hear variety different voices, different characters, and different situations. Besides, taped material is portable and available in markets. On the other hand, it is hard to

ensure all students of a big classroom with poor sound system hear the materials well. The students and the taped speakers cannot interact.

To overcome the problem, checking tape and audio player quality have to be done.

b) Live listening

Live listening is a popular method of teaching listening. It is an authentic communication in which teachers can interact with students. In live listening, the teacher can check students' understanding by looking at their expression and attention. Teachers can decide to talk slowly or fast. They are able to repeat important points of the materials. Students can ask for clarification if they do not get what the teacher said. The following forms can be taken in live listening.

i. Reading aloud

The teacher reads a written spoken text aloud using styles.

ii. Storytelling

The teacher tells stories and asks students to predict what is coming next or to describe people in the story or to give comments.

iii. Interviews

Live interview is an active listening activity where the students give questions to the teacher and listen to the answers attentively.

iv. Conversations

The students listen to conversations done by the teacher and another speaker live.

With all those activities, teachers should be aware of their roles:

- a) Organizer: telling the students the purpose of the activity, giving instructions clearly, and building students' confidence through achievable tasks and comprehensible texts.
- b) Machine operator: operating audio players, responding to students' request to stop and play audio player.
- c) Feedback organizer: giving feedback on students' tasks through asking students' answers in general or asking them to compare their answers in pairs.
- d) Prompter: helping students to be aware of certain language item by repeating the materials.

Teachers should choose the most suitable listening activities based on the learning objectives, the condition of the classroom, the number of the students, and the materials. Besides, they must play their role properly.

d. Listening Tasks

To measure children understanding, tasks should be given to students. A good task should be provided by teachers in order to encourage students in listening performances. The grading of the activities based on the difficulty level which depends on the kind of message, for example: its length, topic, linguistic complexity, and the number of ideas within it (Brewster *et al*, 2002: 101). Furthermore, Scott and Yteberg (1990: 22-28) propose listening tasks for children.

1) Listen and do activities

a) Instructions

The teacher gives an instruction and the children do it. By doing so, teachers will know if the children understand the message or not.

b) Moving about

The teacher gives an instruction that involves physical movement. As children learn more and more language, they can take over the instructor role.

c) Put your hand up

Put your hand up is a simple exercise which commands children to put their hands up under some arrangements. The teachers can create the arrangements by themselves.

d) Mime stories

The teacher tells stories and the children and the teacher do the actions. It gives a chance for the teachers and the children to play together. The teacher will also know children's understanding of the story.

e) Drawing

Listen and draw can be done by telling up the children what to draw or describing a picture to children. This activity is useful to check vocabularies, prepositions, colours, and numbers.

2) Listening for information

Listening for information covers many listening activities which focus on children's understanding of specific or detail information. The activity not only is used to check what the children know but also to give new information.

a) Identifying exercises

The children identify pictures and choose the correct one based on the description told by the teacher or played on the audio recorder.

b) Listening for the mistakes

Give the wrong picture to the children and play or tell the correct text, then ask them to identify what the wrong of the picture is.

c) Putting things in order

Children are given pictures which illustrate the text which are not in the right order. They listen to the text and put the pictures in the right order.

d) Questionnaires

Questionnaire type exercise can be given to older children. This combines listening and writing skills. The teachers tell questionnaires and the pupils write the answers.

e) Listen and colour

Listen and colour activity is suitable for description texts. Despite letting children to colour the pictures, the teacher can make it into a language activity.

f) Filling in missing information

Children can fill the missing words of a song or a text or a time table.

3) Listen and repeat activities

Listen and repeat activity is a good activity which gives children opportunities to use the language, for example, the sounds, the stress and rhythm, and the intonation in a fun way. The activity also establishes the connection between words and meaning when it combines with movements, objects, or pictures.

a) Rhymes

Rhymes are loved and easy to be repeated again and again. There are traditional and modern rhymes that can be used to teach English. The teacher does not need to worry about the grading system because it is informal exercise. Rhymes are fun, familiar, and repetitive.

b) Songs

Singing a song is really useful in teaching young children. Teachers can drill the lyrics of the song then the children sing the song.

c) Exercises

Exercise activity in this context means children practice to pronounce words that have been listened. They listen to something said by the teachers or one of the children then repeat it. It is a kind of drilling. The teacher should ensure the children can produce the language correctly.

Based on the theories above, there are many kinds of listening tasks. Teachers can assess children's understanding by choosing the appropriate tasks. A good task is the task which involves children actively.

3. Characteristics of Effective Media

Teaching media are known as teaching aid. Based on Oxford Dictionary Sixth Edition (2000: 27), aid is an object that you use to help you do something. Teaching aid can be defined as something that supports teaching and learning activities. Teaching media give advantages for teachers and students. For teacher, it will help teacher to deliver the materials and get students' attention. Meanwhile, students will be able to build concepts about something being learned. Using

media, especially in teaching children, create fun atmosphere in the class and motivate students to learn the materials.

Teaching media can be divided into three categories (Arsyad, 2002: 91-94), they are:

- a. Audio media. It refers to media which deliver messages in an audible form. Audio media that are commonly used in teaching are cassettes, CDs, etc.
- b. Visual media. It refers to media that are shown, such as a picture, film or map, in order to help learners understand or remember information.
- c. Audio-visual media. It is media that use both sound and picture to deliver messages, for example movies and video recordings.

Moreover, Brown, Lewis, and Harclerod (1975) and Smaldino, Lowther, and Russel (2007: 323) state that there are several criteria that are often used to guide media selection. Those are:

- a. consistent with the objective,
- b. easy to prepare,
- c. fit students capabilities and learning,
- d. able to make students to see actual objects,
- e. able to allow several participants to respond simultaneously,
- f. able to allow one to draw or write key words during the lesson,
- g. appropriate for a small group (under 25),
- h. able to be used in a fully lit room,
- i. appropriate for the made of instruction.

The use of media is needed to ensure effective communication in order to improve the effect of instruction. In the teaching and learning process, media is the way of teacher to communicate with the students. It is not only helping the teacher to communicate and send a message to the students but also to give some responses so the students can carry meaningful learning experiences.

4. Developing Picture Series

a. The notion of storytelling for teaching

Miller in Duveskog et al (2012: 225) states that storytelling is an ancient human activity. Using stories for educational purposes (transferring knowledge) has been done during childhood times. Through storytelling, children are taught about values, languages, and language meanings. In formal schools, storytelling is one of effective methods of teaching listening.

To make a storytelling method works effectively, a story teller have to bring the story alive, so listeners' interest and attention can be maintained. Telling stories means that the story teller does not read the story aloud. According to Scott and Yterberg (1990: 29), good story tellers are able to adapt language from the story to listeners' level, go back and repeat, make gestures and facial expressions during the story time, and keep eye contact with the listeners.

In addition, there are important things that contribute to a successful story based listening activity (Brewster *et al* (2002: 192-193).

- 1) Input of authentic language so that children are exposed to the true complexities and richness of the language in order to work out meaning, and how language works through opportunities to experiment and hypothesis.
- 2) Memorable, child centered contexts from which language arises naturally so language is a means to an end, rather than an end itself.
- 3) Interesting and enjoyable content or themes which are motivating and develop positive attitudes.

- 4) Opportunities to learn other things in addition to language through linking work with other areas of the curriculum. This also involves developing appreciation of literature.
- 5) Opportunities to learn through organizing lessons which provide opportunities to develop learning strategies.

Deeply, Brewster *et al* (2002: 196-197) explain the techniques of storytelling. First, start with a short session which does not demand too much from the children when the story is unfamiliar for them. Second, arrange the children to make a half circle and sit on the floor to make sure they can see pictures of the story and hear teacher's voice clearly. Third, read the story clearly and slowly. Fourth, comments the illustrations and direct students' attention to some points. Next, involve the students into the story by asking questions and repeating key vocabulary items and phrases. Then, help them to convey the meaning through gestures, mime, and facial expressions. After that, use variation of voice pace, tone, and volume. Next, in order to give dramatic effects and time for children in relating things they hear and see, the teacher can stop telling the story where appropriate and make sounds effect. Ninth, disguise characters' sound by disguising your voice. Last, repeating, expanding, and reformulating stories are not prohibited.

Moreover, delivering stories can be done through recorded and live version (Brewster *et al*, 2002: 196). Using recorded version allow children to hear stories spoken by someone else. It usually contains sound effects which amuses children and helps them to guess unknown words. On the other hand, the teaching and

learning will be a monotonous and passive activity because of the lack of interaction between teachers and children.

The best way in delivering stories is through live storytelling. Teachers are able to interact with children and involve them actively. They can use different intonation, gesture, mime, or ask questions to get children's attention and elicit their understanding. Furthermore, teachers can stop and repeat stories when children ask them to.

b. The advantages and disadvantages of storytelling

Story takes part in children's live. They have an important role in child's language development. It gives opportunities for children to create imagination and pictures of the stories. Using stories in education gives advantages and disadvantages.

Here are the advantages of storytelling proposed by Brewster *et al* (2002: 186-187):

- 1) Stories are motivating, challenging, and fun and can develop positive attitudes, and also create a desire to continue learning.
- 2) When children are able to identify the story characters and interpret the narrative and illustrations, they can be personally involved in the story, and their own creative powers are developed.
- 3) Stories provide a link between fantasy or imagination and children's real world. They enable children to make sense of their everyday life and create links between home and schools.

- 4) Since listen to stories is a social experience, it accommodates children the chance to share responses of laughter, sadness, excitement, and anticipation which is enjoyable, helps them to build up confidence, and also encourages them to develop their social and emotional development.
- 5) Listening to stories permits teacher to introduce or revise vocabulary and structures. Children enrich their thinking and gradually enter their own speech as the language is exposed to them.
- 6) The awareness of rhythm, intonation, and pronunciation of the language can be increased when children listen to stories.
- 7) Stories cater for different learning styles and develop the different types of intelligences that contribute to language learning, including emotional intelligence.
- 8) Stories provide ideal opportunities for presenting cultural information and encouraging cross-cultural comparison.
- 9) Stories help children to develop their learning strategies such as listening for general meaning, predicting, guessing meaning, and hypothesizing.
- 10) Stories address universal themes. Children can play with ideas and feelings and think about important issues.
- 11) Stories provide positive concrete outputs. They can be in the form of games, competitions, quizzes, drama, songs, projects, book making, etc.

On the other hand, Woodhouse in Duveskog et al (2012: 225) state that there are disadvantages of storytelling. First, the preparation for storytelling takes time. Second, children require a safe environment and may feel uncomfortable to share

their stories. Third, topics may challenge personal values and therefore be threatening. Forth, children may need directions and guidance at various stages of storytelling. Then, children's response depends on their earlier exposure to storytelling. The last, storytelling requires visualization skills and may not suit everyone's learning style.

Even though there are some drawbacks of storytelling activities, the benefits are still dominant. Storytelling provides children the opportunities to experience fun learning, to connect imagination with real world, to develop their learning strategy and intelligence, and to practice concrete language outputs.

c. Picture series as Instructional Media

Picture series can be categorized into visual media and art teaching media. It also belongs to picture category. According to Yunus (1981: 49), picture series is a number of related pictures which placed in a sequence. Its main function is to tell a series of events or to tell a story. Picture series help the learners to negotiate their understanding of images and their knowledge of the world.

In addition, Wright (1989: 68) describes pictures series as a sequence of pictures which shows several actions in order to meet the teaching needs. Using pictures in the teaching and learning process helps students to understand various aspects of foreign language. General context or particular points of illustration can be provided by pictures. If pictures which illustrate a story are understood by students, it is hoped that the new language will also be understood.

Harmer (2001: 135) states that pictures can be used for several ways. It can be used as aids in drilling vocabulary, playing communication games, giving

understanding, putting ornamentation, making prediction, and leading a discussion. Deeply, Wright (1989: 2) states that pictures contribute to three aspects that are interest and motivation, scene of the context of language, and specific reference point or stimulus. Pictures help students to gain motivation, to make the subjects they are dealing with clearer, and to illustrate the general idea and forms of a particular object. Using the suitable pictures as one of the media in the teaching and learning process can speed up the process of students meaning assimilation.

As visual media, picture series also has four functions of visual media (Levie and Lentz (1982) in Arsyad, 2002: 17). The first is attentive function. Picture series attracts and draws students' attention to concentrate on the material. Secondly, it has affective function. Looking at picture series while listening to a story will make students enjoy the story. It also has good effect on their emotional development and attitude. The third function is cognitive function. Some researches prove that using picture series helps students to achieve the teaching and learning goals that are to understand and to remember information contained in the pictures. The last, it has a compensatory function. Picture series accommodates students who have difficulty in understanding a story with the story illustrations. By paying attention to the pictures, students will be able to organize the information contained in the text and recall it.

In teaching listening through storytelling, picture series will benefit students in understanding the story because of the following factors (Yunus, 1981: 49):

- a. The sequential pictures support the students to generate ideas about what they listen to.
- b. Picture series may attract the students' intentions to listen to the story.
- c. Picture series gives clear description about what happened.
- d. Picture series provides the details of the events.

In choosing and using pictures, Harmer (2001: 136) states in his book, "*The Practice of Language Teaching*", that there are three qualities of pictures which should be considered by teachers if the pictures are to engage students and be linguistically useful. First, pictures should suit the condition of the classes they are used for, for example the level of the students and their cultural background. Then, they should be visible for the whole class. It means they have to be big enough so that all of students can see the necessary detail. Last, make the pictures durable. They can be stuck to cards and protected with transparent coverings.

Pictures series is the suitable aid which fits storytelling activities. It provides visual supports which help children to have motivation to listen to the story, to understand the story line, and to predict what is coming next. Besides, good quality pictures should be taken into account by teachers so that they are very useful.

B. Relevance Studies

This research is based on relevance researches done by other researchers. The research is done by Dwiningsih (2009). She explained that teaching English through stories is beneficial. The appropriate stories are that in the form of fable,

have interesting characters, a lot of word repetition, action oriented, and told in very simple sentences.

Second, it is a research done by Putri (2013). In her research, she showed that pictures are suitable for children and met their characteristics. The research showed that the use of pictures helped the students to understand the materials better.

In conclusion, the studies support the idea to develop picture series as media for the teaching English through storytelling.

C. Conceptual Framework

As discussed above, listening skill is important to be mastered. Students need to learn the skill in order to prepare to acquire the other skills. Teaching listening, especially to children, is not an easy work. There are some principles that should be understood by teachers. They relate to children characteristics. Teachers should provide fun listening activities because students will be familiar with spoken English words unconsciously.

In creating fun learning atmosphere, interesting media can be used to get students attention and make the lesson enjoyable and memorable. The media can be also used to help the teacher to explain the materials. Furthermore, the fun atmosphere can also be created by telling stories to students because young students basically love stories.

Considering the need of developing the students' listening skill and creating the appropriate media for teaching listening, the researcher finds out that using

picture series will help teachers to deliver stories and students to understand the story line. In addition, the following diagram explains the conceptual framework:

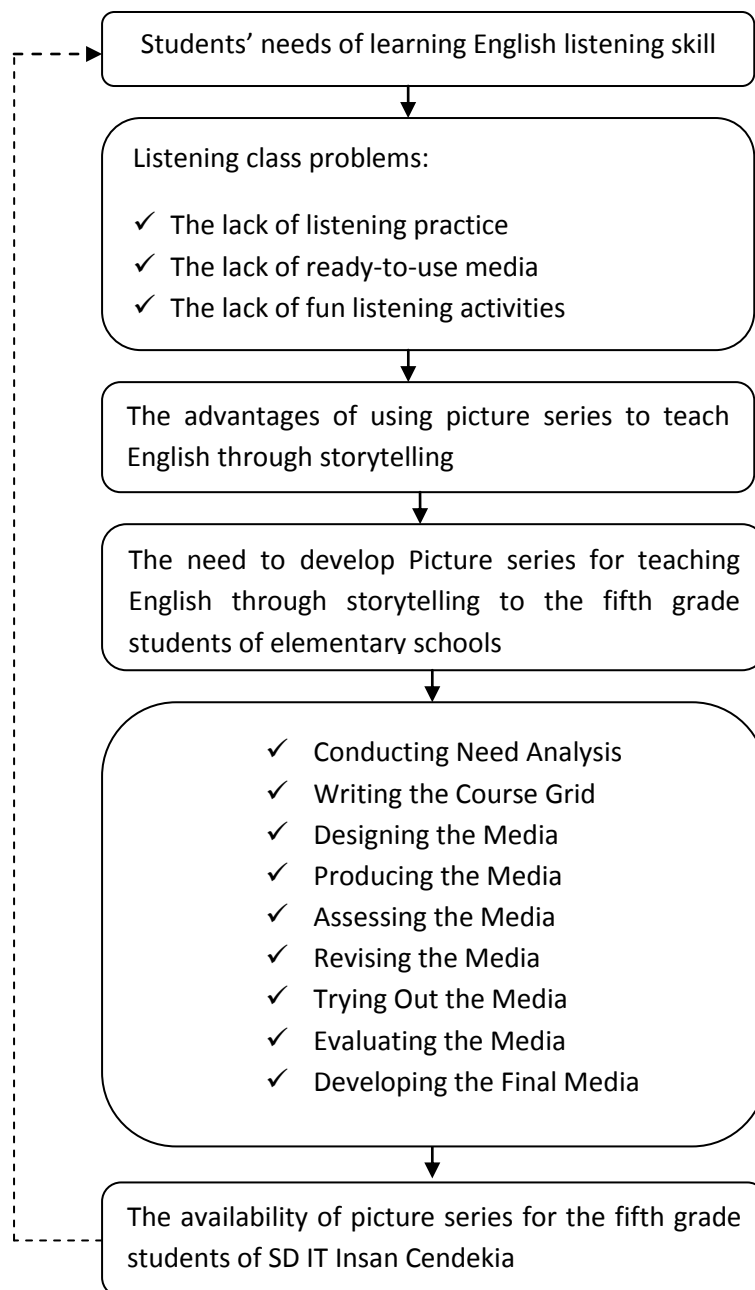


Figure 2.1: **The Conceptual Framework of the Research**

D. Research Questions

- 1) What are needed by grade five students of SD IT Insan Cendekia in learning English especially English listening skills?
- 2) How can a course grid be developed?
- 3) How to develop picture series?
- 4) How are the picture series being evaluated?
- 5) How are the picture series being revised?

CHAPTER III

RESEARCH METHOD

A. Model of Product Development

This study is classified into Educational Research and Development (R&D) category since the purpose of the study is to develop a product that can be used in an educational program (Borg, 1983:772). In this study, there is a procedure that should be followed. According to Dick and Carey in Gall and Borg (2003: 570), the procedure consists of nine steps, they are conducting need analysis, constructing instructional design, designing the media, producing the media, assessing the media, revising the media, trying out the media, evaluating the media, and developing the final media.

B. Procedure of Product Development

The procedure used in the research is based on R&D procedure. The nine steps conducted by the researcher in creating picture series as teaching are described:

1. Conducting a Needs Analysis

The first step of developing the products was conducting a needs analysis through observing the classroom activity, interviewing the teacher, and distributing questionnaires to the students. This step was done to get information about the teacher's and the students' needs for listening instructional media. Moreover, the collected information was used to guide the researcher in developing the appropriate instructional media for listening class.

2. Constructing Instructional Design

In this step the instructional design was constructed based on the data of the needs analysis. By analyzing the obtained data, the researcher formulated the teaching and learning topics, the learning objectives, the indicators, the content materials, the learning strategies, the teaching and learning activities, the media, and the evaluation. Those aspects were used as the guidance in making the course grid and the lesson plan.

3. Designing The Media

a. Transferring the idea

The first step was transferring the idea of the look and the work ways of the picture series. The stories were selected based on the topic that would be taught. The scenario of how the picture series would get students' interest was created. There were two picture series that would be made. First, the picture series entitled "*The Gingerbread Man*" was cut in the form of a house. Second, "*The Little Indian Boy*" picture series had a puppet on it.

b. Making the story illustrations

Here, the illustrations of the stories were made. The concepts of the stories, the pictures of the characters and the backgrounds, the colours of the pictures, and the shape of the pictures were designed using corel draw X5 program.

4. Producing The Media

Since the researcher developed two different types of picture series, the main materials used in making picture series were different. *The Gingerbread Man* picture series required flannels, cardboards, and ivory papers. Then, ivory papers,

cardboards, strings and a stick were needed for making *The Little Indian Boy* picture series. For the supporting tools, the researcher used scissors, glues, cutters, pencils, rulers, needles, and thread. Furthermore, the steps of producing the media are explained:

a. *The Gingerbread Man* picture series

1. Printing the illustrations

In this step, the illustrations that had been created were printed on large sheets of paper. Ivory papers were used because they are stiff, thick, and have shiny surfaces.

2. Making the cover

The cover was made from flannels. The first step of making the cover was making a house pattern on the flannels and on cardboards. All of the pieces were cut. After that, the cardboard were put between the cut flannels. Then, the flannels were sewed. Finally, some accessories were glued on the cover.

3. Making the exercise pages

The exercise was a stick and remove picture. The exercise consists of two pages. Firstly, a house pattern was drawn on the cardboards. Then, the pattern was cut and covered with papers. The next step was sticking pockets and instructions on the cardboards using glue. The last, Velcro were glued on the back side of the pictures.

4. Assembling the picture series

The picture series were collected and assembled in the form of a book. The cover, the introduction page, the exercise pages, and the picture series were bound together using rings.

b. *The Little Indian Boy* picture series

1. Printing the pictures

The first step of making the product was printing the final design of the picture series. The pictures of where the story took place and the puppet were printed on ivory papers.

2. Cutting the scrap frames

The picture series were divided into two parts. They were the main pages and scrap frames. The accessories on the scrap frames were cut.

3. Making the puppet

The printed design of the puppet was cut. Then, the puppet's joints were connected by pins. After that, the puppet faces were stuck side to side using tapes. The last, a stick was stuck on the back side of the puppet head and a string was tied on the top of the stick and the puppet's arms.

4. Assembling the picture series

The scrap frames were stuck on the main pages using tapes. Then, the cut accessories were stick on the scrap frames and left to dry.

5. Assessing The Media

Before the picture series were tried out for teaching listening skills to the students, those were assessed by the English teacher of SD IT Insan Cendekia,

some students of English Education Department of Yogyakarta State University. Questionnaires were distributed to them in order to obtain data whether the media were ready to use or should be revised.

6. Revising The Media

After obtaining the data, it was analyzed to get information about what aspects of the media that should be revised and how to do it. Once the quality of the media met the expectation of the participants, the revision was finished.

7. Trying Out The Media

To find out the effectiveness of the media use, they were tried out for teaching English through storytelling to the fifth grade students of SD IT Insan Cendekia.

8. Evaluating The Media

After trying out the media, questionnaires about the use of the media were also distributed to the students. The data analysis of the questionnaires was used as the basis of the media evaluation.

9. Developing The Final Media

In this step, the final media were developed and produced based on the students' opinion and suggestion about the interesting, appropriate, and effective media for storytelling activity.

C. Design Product Development Trials

1. Design of Trials

In this research, products that made a contribution to English Education department were produced. The products were two picture series of two different

stories that were used as instructional media for teaching English to the fifth grade students of elementary schools. Moreover, student's exercise books were also made to assess the student's understanding of the materials. Besides, a teacher's was produced as the teacher's guidance in operating the picture series and in setting the classroom activities up.

2. Subjects of Trials

The subject of the research was the fifth grade students of SD IT Insan Cendekia in the academic year of 2014/ 2015. The students' ages were varied from 10 to 11 years old. There were 11 female students and 13 male students with different backgrounds.

3. Data Collection Technique and Instrument

There were three techniques of collecting data. Those were conducting a class observation, doing an interview, and distributing questionnaires. The observation was done to collect the data about the teaching and learning process in the fifth grade class of SD IT Insan Cendekia. Then, doing interview was one of techniques for finding out teaching learning activities and teacher's needs. The last was distributing questionnaires in order to gain data about students' background and needs, English teachers' opinions and suggestions about the research products, and students' opinion about the products. In addition, the instruments used in this research were in the form of an observation guideline, interview guidelines, and questionnaires. The instruments were explained as follow.

a. The classroom observation guideline

To obtain data about the teaching and learning process in the classroom, an observation was conducted. An observation guide which taken from *Panduan Pengajaran Mikro PPL UNY* (2013) was used to help the researcher to record data during the teaching and learning process. The guide was shown in the following table.

Table 3.1: The Table of the Class Observation Guideline

Teacher's name : Date : School : Time : Class :		
No	Aspects	Descriptions
A	Learning Resources	
	1. Curriculum	
	2. Syllabus	
	3. Lesson Plan	
B	Teaching and Learning Process	
	1. Opening	
	2. Explaining the materials	
	3. Teaching method	
	4. Classroom language	
	5. Time management	
	6. Gesture or body language	
	7. Giving motivation	
	8. Asking for students' understanding	
	9. Managing the class	
	10. Using the media	
	11. Assessment technique	
	12. Closing	
C	Students' behaviour	
	1. Students' behaviour in the class	
	2. Students' behaviour out of the class	

b. The interview guideline

The interview was conducted in two separated times; before designing the products and before producing the final products. Lists of questions in the interview guideline were used to obtain data of the teaching and learning activities, the students' and teacher's needs as the basis of product development. Besides, the information about the teacher's and the students' opinions and suggestions about the product was also collected as for product revision.

c. The questionnaire for the students

The first questionnaire was distributed to the fifth grade students to get information about their needs. The data was used as the consideration in developing the products. The following table was the outline of the questionnaire.

Table 3.2: The Outline of the First Questionnaire for Students' Need Analysis

The Purpose of The Questionnaire	The Component of The Questionnaire	Question Number	References
To find out who the students are	✓ Name ✓ Age ✓ Sex ✓ Social background	Part A	Hutchinson and Waters (1987: 63)
		Part B	
To find out students' attitude towards English	✓ Interest ✓ Student's attitude towards the English lesson	1, 2 3, 4, 5, 6	Hutchinson and Waters (1987: 63)
To find out why the students learn English	✓ Learning goals and expectations	7, 8	Hutchinson and Waters (1987: 62)
To find out the students' background	✓ Students' previous knowledge	9,10	Hutchinson and Waters (1987: 63)
To find out about English listening class	✓ Classroom activities	11, 12, 13	Hutchinson and Waters (1987: 62)

(continued)

(continued)

The Purpose of The Questionnaire	The Component of The Questionnaire	Question Number	References
To find out the students' needs	✓ Material ✓ Learning styles ✓ Media	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27	Tomlinson (1998: 240)
To find out students' interest in stories	✓ Fable ✓ Adventure ✓ Folklore	28, 29, 30	Brewster <i>et al</i> (2002: 188-189)

d. The questionnaire for the English teachers

The second questionnaire was distributed to obtain data which was used as consideration in revising the media. The outline of the second questionnaire was shown in the table 3.3.

Table 3.3: The Outline of the Second Questionnaire for Revising the Media

The Aspects	The Indicators	Question Number	References
Media	✓ The quality of the pictures	1, 2, 3	✓ Arsyad (2002)
	✓ The appropriateness of the picture drawing	4, 5, 6, 7	✓ Arsyad (2002)
	✓ The ease of the media use	8	✓ Heinich, et al (1996)
	✓ The appropriateness of the media size	9, 10	✓ Brown (2001: 142)

(continued)

(continued)

The Aspects	The Indicators	Question Number	References
Material	✓ Relevancy between the syllabus and program content	11, 12, 13	✓ Richards (2001:287)
	✓ The authenticity	14	✓ Brewster <i>et al</i> (2002:157)
	✓ The quality of practice materials	15, 16, 17, 18, 19	✓ Brown (2001: 142)
	✓ The balance between the materials and the evaluation items	20	✓ Geisert and Futrell (1995)
Teacher's Guide	✓ The ease of the guide to follow	21	✓ Brewster <i>et al</i> (2002: 157)
	✓ Methodological guidance	22, 23	✓ Brown (2001: 142)
	✓ Suitability for nonnative teacher	24	
	✓ Answer keys	25	

e. The questionnaire for the students

The last questionnaire was distributed to the fifth grade students of SD IT Insan Cendekia as the subject of the research after the trying out of the products. This questionnaire aimed to get their opinion and suggestion about the products. Those were used as the consideration in evaluating the products before the final ones were produced. The following table was the outline of the questionnaire.

Table 3.4: The Outline of the Third Questionnaire for Evaluating the Media

The Aspects	The Indicators	Question Number	References
Media	✓ The quality of the pictures	1,2	✓ Arsyad (2002)
	✓ The contributions of the pictures	3, 4, 5, 6	✓ Wright (1989: 2)
	✓ The appropriateness of the media size	7	✓ Brown (2001: 142)
Material	✓ The linguistic input	8, 9, 10, 11, 12	✓ Brewster <i>et al</i> (2002: 190)
	✓ The appropriateness of the tasks	13, 14	✓ Tomlinson (1998: 235)
	✓ The quality of practice material	15	✓ Brown (2001: 142)

4. Data Analysis Technique

The data collected from the class observation, the interview, and the questionnaires were used as the basis for developing listening media and measuring the feasibility of the media. Those data were divided into two categories. These are the explanations:

a. The qualitative data

The data gained from the class observation and the interview with the English teacher and the students of SD IT Insan cendekia were categorized as the qualitative data. The data got from the observation was about the teaching and learning process. From the interview, the information about the students' attitude towards English, the teaching and learning activities, and the teacher's and the

students' needs were obtained. The results were in the form of interview transcripts.

b. The quantitative data

To get the quantitative data, the questionnaires were distributed to the respondents. They were the English Education Department students of Yogyakarta State University, the English teacher, and the fifth grade students of SD IT Insan Cendekia. The questionnaires consisted of respondents' opinions in the form of scores.

Furthermore, to analyze the scores, the researcher used *Likert Scale*. The analysis were presented in a statistic table and described in sentences. The result of that analysis was used as the basis to determine whether or not the media should be revised. In deep, the analysis was explained in the following paragraphs.

First, there were scores to measure the respondent's opinions based on their choices on the questionnaires. Here are the scores:

1 = SD, if the respondents strongly disagree with the statement

2 = D, if the respondents disagree with the statement

3 = A, if the respondents agree with the statement

4 = SA, if the respondents strongly agree with the statement

Then, the scores obtained from the distributed questionnaires were calculated using the following formula.

$$P = \frac{f}{N} \times 100\%$$

P means the percentage of the item, f is the collected scores, and N is the number of cases.

The last, the percentage gained from the calculation was then categorized into feasibility criteria which proposed by Sugiono (2012). If the product reached more than 60%, it fulfilled the feasible criteria and was able to be used. On the contrary, if it got less than 60%, it should be revised. More importantly, the criteria were shown in the following table.

Table 3.5: Percentage of Feasibility Criteria

Scores	Category
81% - 100 %	Very good
61 % - 80%	Good
41 % - 60 %	Fair
21% - 40%	Poor
$\leq 20\%$	Very poor

CHAPTER IV

RESEARCH FINDINGS

This chapter presents the findings of the research which answer the questions in the chapter I in the research formulation of the problems. It is how picture series are developed. The findings are discussed in these five following sections.

A. Research Development of the Media

To develop the products, the researcher followed the R&D procedure proposed by Borg and Gall (1983). The procedure has been explained in chapter III. Meanwhile, this part shows the findings of the research found before the try-out of the products. The findings which cover the needs analysis results, the course grid and lesson plan write, the media designing, production, assessment, and revision are discussed below.

1. A Needs Analysis

A needs analysis was conducted before the media were developed. The analysis aimed to find out what kind of media fits students' characteristics and covers their needs. The instruments used for the needs analysis were a class observation guideline, an interview guideline, and a questionnaire. There were some questions developed based on the blueprint which had been made before. The blueprint made based on some experts' theories can be seen in the following tables.

a. The Questionnaire for Students' Needs Analysis

Table 4.1: The Blue Print of Students' Needs Analysis Questionnaire

The Purpose of the Question	Part	Question Number	Number of Items
To find out who the students are	A		
To find out students' attitude towards English	B	1, 2, 3, 4, 5, 6	2
To find out why the students learn English	B	7, 8	6
To find out the students' background	B	9,10	2
To find out about English listening class	B	11, 12, 13	3
To find out the students' needs	B	14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27	14
To find out students' interest in stories	B	28, 29, 30	3
Total of items			30

The questionnaires which consisted of 30 questions were distributed to the fifth grade students of SD IT Insan Cendekia. It aimed to get information about the students' profiles, interest, background, needs, and the teaching and learning process in the classroom.

b. The Interview Guideline

Table 4.2: The Interview Guideline for English Teacher for Needs Analysis

The Purpose of The Question	Question Number	Number of Items
To find out students' attitude towards the lesson	1, 2	2
To find out the listening activities in the classroom	3, 4	2
To find out the available resources	5, 6	2
To find out the students' interest	7, 8, 9	3
To find out the teacher's needs	10	1
Total of items		10

There were 10 questions being asked to the teacher. Those were made based on the theories proposed by Tomlinson (1998), and Hutchinson and Waters (1987). The interview was conducted in order to get the information about the students' needs, the learning needs, and the teacher's needs.

The needs analysis was conducted on November 11th 2014 at SD IT Insan Cendekia. First, the observation was done to obtain the data about the teaching and learning process. The researcher took field notes during the observation. After that, the questionnaires were handed to the students. Last, the interview with the English teacher was done.

When the data had been collected, they were analyzed and the results were used as the basis of the media development. The discussion about the results of the needs analysis is presented below.

a. The Profile and the Characteristics of the Students

The subjects of the research were the fifth grade students of SD IT Insan Cendekia in the academic year of 2014/ 2015. After distributing the questionnaires, the following data were gained from the part A of the questionnaires.

Table 4.3: The Profile of the Students

The number of the students	Sex		Age	Parents' Occupation
	Male	Female		
24	13	11	10-11	Teachers, employees, entrepreneurs, polices, merchants

There were 24 students in the fifth grade. Those consisted of 13 boys and 11 girls. Their age varied from 10 to 11 years old and they came from different social backgrounds. Their parents worked as teachers, employees, entrepreneurs, polices, and merchants.

After doing an observation, the researcher found that the students' English abilities were varied. Their proficiency level ranged from high to low. Few students paid attention to the lesson, understood the delivered materials well, and were able to answer questions given by the teacher. Some of them were very quiet in the class and only smiled when they were asked by the teacher, and the others were being busy playing around. Because there were more boys than girls in the class, the class was very noisy. Most of the boys were very talkative. Meanwhile, the girls did not talk too much.

Moreover, the students' characteristics were also found. First, the students got bored easily. The students did not really pay attention to the teacher when she only talked about the materials. They did things which distracted them from the teaching and learning activity. Second, they could not sit on their own. The students liked to move around the class.

b. The Descriptions of the Students' Needs

By distributing questionnaires to the fifth grade students and conducting an interview with the English teacher of SD IT Insan Cendekia, the data about the students' needs were gained and were analyzed. The results are discussed below.

1) The result of the students' needs analysis questionnaire

The first is the result of the students' needs analysis questionnaire. The result represents the students' opinions about their interest, ability, motivation, and preference of learning English. It can be seen in the following diagram.

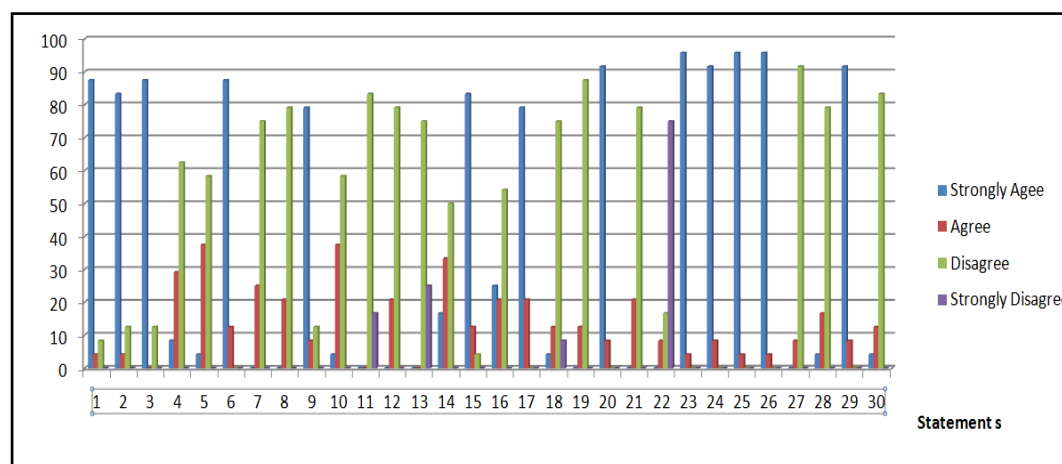


Figure 4.1: The Result of Students' Needs Analysis Questionnaire

The first six statements in the questionnaire are the indication of students' attitude towards English. There are 87.5% of the students who strongly agree that they like to learn English and 83.3% of them who are eager to start the English class. The result of the third statement also supports the fact that the students like learning English because 87.5% of the students think that learning English is fun.

However, more than a half of the students neither like listening to people who speak in English nor like imitating English words uttered by other people. After having a brief interview, the students do not like the activities because they do not find those interesting.

It can be concluded that the students have a high desire to learn English. It can be seen from the percentage of the students who like learning English. Nonetheless, the students lose their interest when the teaching and learning

activities are not interesting for them. In order to keep students' desire to learn English high, the fun and enjoyable activities should be designed. The teaching and learning goals can be achieved if the students love the lesson.

The next part of the questionnaire consists of two statements. It gains the data about the students' motivation in learning English and the result declares that the students learn English because they are willing to. There are 58.3% of the students who disagree that they learn English because they are forced to. It is good because the students had internal motivation to learn English.

The third part of the questionnaire is used to obtain the data about what the students already know about English. It consists of two statements. Unfortunately, the result presented that 75% of the students are not able to get what people say in English and 79.2% of them are not able to speak in English. It means that the class is dominated by the students who have a low proficiency level. The gap between the students with high proficiency level and low proficiency level is wide. It can be used as consideration for designing tasks which cover their proficiency levels.

Then, the fourth part of the questionnaire aims to get the data about the English listening class. It is clear from the chart that most of the students disagree and strongly disagree that they learn listening skill by listening to songs, stories, or playing games. The result represents the lack of fun and enjoyable activities in the listening class.

The statements number 14 to 27 is obtained the data about students' needs. The result shows that the two learning topics which get the highest scores are daily activities and food. Besides, most of the students strongly agree that they

like visual aids. Moreover, they also enjoy the activities which allow them to do actions. The conclusion is the students want to learn about daily activities and food. They also need media and activities which help them to enjoy the teaching and learning process, and also help them to understand the materials.

The last part of the questionnaire aims to elicit the students' preferences for stories. 91.7% students enjoy adventure stories. This is very useful information as the consideration for choosing the appropriate stories for the students.

2) The analysis of the interview

The result of the questionnaire analysis is strengthened by the result of the interview with the teacher. From the interview, some information were got related to the students' attitude towards the lesson, the activities they were interested in, the teaching and learning activities in the English class, and the materials that should be learned by the students. The information could be seen in the following analysis.

First, there were two questions being asked to the teacher to obtain the data about the students' attitude towards English lesson. The result showed students seemed enthusiastic about learning English when the learning activities were fun. Designing fun activities were very crucial in getting students' attention. The information can be seen in the following transcript.

<p>R: <i>Apakah siswa antusias dalam belajar bahasa Inggris, Bu?</i> (Do the students seem enthusiastic about learning English?)</p> <p>T: <i>Pada dasarnya siswa suka belajar bahasa Inggris, Mbak. Tapi itu tergantung kegiatan pembelajaran seperti apa.</i> (Basically, the students like to learn English but their enthusiasm depends on the teaching and learning activities.)</p>

(continued)

(continued)

R: *Memangnya bagaimana respon mereka terhadap kegiatan pembelajaran yang Ibu terapkan selama ini?* (How do they respond to the teaching and learning activities done all this time?)

T: *Respon mereka baik kalau kegiatan itu menyenangkan bagi mereka, Mbak. Mereka jadi aktif ngikutin pelajaran, gak males-malesan. Kalo gak suka, ya jadinya ada yang ramai sendiri, ada yang ngantuk.* (Their responses are good when they find the activities fun. They are actively involved in the learning process. Besides, they show their interest in learning. When the activities are boring for them, some of them are being noisy and the others are sleepy.)

Appendix F/1

Next, based on the interview, listening skill was rarely taught. Listening skill was taught using stories but there is no follow-up activity because listening to stories was not the main teaching and learning activity. Besides, textbook was the main learning resource and the exercises given were taken from the textbook. The teacher rarely used teaching aid. Here is the transcript.

R: *Apakah Ibu mengajar empat skills bahasa Inggris secara rata?* (Do you teach the four English skills equally?)

T: *Enggak, Mbak. Saya seringnya ngajar mereka reading sama writing. Soalnya materi yang ada dibuku banyaknya mengajarkan itu. Tapi kadang saya juga ngajar mereka listening dan speaking.* (No, I don't. I often teach the students reading and writing skills because the book has a lot of reading and writing practices. However, sometimes I teach them listening and speaking skills.)

R: *Apakah Ibu mengajar listening skills dengan menggunakan lagu, permainan, atau cerita?* (Do you teach listening skills using songs, games, or stories?)

T: *Kalau ngajar pakai cerita ya cuma selingan saja, gak ada follow-up activity. Main game belum pernah. Nyanyi banyak yang gak suka.* (Teaching students using stories is an interlude. There is no follow-up activity. I have not taught them using games yet. The students do not like singing songs.)

R: *Apa saja sumber belajar siswa di kelas?* (What are the students' learning resources in the English class?)

T: *Saya cuma pakai buku paket, Mbak. Kadang saya pakai sumber dari internet.* (I use a textbook. Sometimes I take resources from the internet.)

R: *Apakah Ibu memakai alat bantu saat mengajar?* (Do you use any teaching aid in delivering materials?)

T: *Pakai, tapi jarang Mbak. Biasanya saya pakai gambar yang ada di buku.* (I rarely use teaching aid. The aid used is pictures which are available in the textbook.)

Appendix F/1

(continued)

(continued)

- R: *Apakah Ibu memakai alat bantu saat mengajar?* (Do you use any teaching aid in delivering materials?)
 T: *Pakai, tapi jarang Mbak. Biasanya saya pakai gambar yang ada di buku.* (I rarely use teaching aid. The aid used is pictures which are available in the course book.)

Appendix F/1

The next questions were used to obtain data about students' interest. The students liked learning by aid. Moreover, they enjoyed the activities which involve them actively. Besides, the students needed to learn about responding and doing instructions. The information can be seen in the transcript below.

- R: *Apakah siswa suka kalo Ibu memakai media pembelajaran?* (Do the students like learning using teaching aid?)
 T: *Suka, Mbak, jadi lebih antusias memperhatikan pelajaran.* (They like it and show more enthusiasm for learning.)
 R: *Kegiatan pembelajaran seperti apa yang disukai siswa?* (What kind of activities the students like?)
 T: *Kegiatan yang menyenangkan bagi mereka.* (They like fun activities.)
 R: *Materi apa yang harus diajarkan pada siswa khususnya listening skills, Bu?* (What are the materials should be taught to the students especially for teaching listening skills?)
 T: *Kalau mengacu kurikulum, instructions Mbak, bisa merespon instructions ataupun melakukannya.* (Based on the curriculum, they should be taught about instructions. It can be responding to instructions or doing the instructions.)

Appendix F/1

3) The analysis of the observation

The last technique of obtaining the data about the students' needs was conducting a class observation. Based on the result of the class observation and field note which could be seen in the appendix, the teaching and learning activity on that day was boring. The teacher only talked about the materials and

sometimes checked the students' understanding. The activity which made the students to learn happily was not provided.

c. The Teacher's Needs Analysis

According to the interview, the teacher wanted to provide teaching aid in teaching the students. She needed practical teaching aid which eases her to deliver the materials. Besides, the aid would help the students to understand the materials. The information can be seen in the following transcript.

R: *Apa yang Ibu butuhkan untuk membantu Ibu dalam mengajar?* (What do you need to help you delivering the materials?)
 T: *Media pembelajaran yang mudah digunakan, Mbak. Biar lebih mudah menyampaikan materi dan siswa lebih memperhatikan pelajaran.* (I need practical teaching aid so I can deliver the materials easily and the students pay attention to the lesson.)

Appendix F/1

Based on the students' profile and characteristics, the students' needs analysis, and the teacher's needs analysis, the conclusion that could drawn is interesting teaching aid are needed to be developed. The aid is used to facilitate the students to understand the material and to keep their focus on the lesson. Besides, it also facilitates the teacher in delivering the materials. As the result, two picture series were developed.

2. The Course Grid and Lesson Plan

Firstly, the course grid was made based on the results of the needs analysis. It was used as a guide to the media development. The course grid consisted of eight elements, they were; basic competence, indicators, learning materials which consisted of language function, vocabularies, grammar, learning activities,

learning resource, and teaching aid. The organization of the course grid can be seen in the following table.

Table 4.4: The Table of the Course Grid

Basic Competence	Indicators	Learning Materials			Activities	Learning Resources	Teaching Aid
		Language Function	Vocabularies	Grammars			

The course grid was designed based on topics that the students chose the most on the questionnaire. In the basic competence, the students are expected to respond to instructions verbally and understand a simple story by doing exercises. Then, the indicators consist of several measurements of the ability that should be mastered by the students at the end of the lesson. Next, the materials were developed based on the teacher suggestion which were instructions. The language functions and vocabularies are related to the students' daily life. The grammars used were present tense and past tense. Furthermore, the activities were developed based on the listening cycle; *pre-listening, while listening, and post-listening*. The learning resources were *The Gingerbread Man* and *The Little Indian Boy* stories, and several games and the media used in the teaching and learning activities were *picture series*.

Secondly, the lesson plan was written based on the course grid. The lesson plan consisted of the school identity, the time allocation, the text type, the theme, core competence, basic competence, the indicators, the learning goals, the learning materials, the learning method, and the scoring rubric. The complete lesson plan can be seen in Appendix C.

3. The Media Designing

After writing the course grid and lesson plan, the media were designed. Since the contents of the materials should be arranged around two themes; (1) *food*, (2) *adventures*, the researcher designed two *picture series* entitled *The Gingerbread Man* and *The Little Indian Boy*. The steps done in designing the *picture series* are discussed below.

a. *The Gingerbread Man Picture Series*

1) Designing the cover

The cover design was simple. It showed the title of the story, the *Gingerbread Man* doll, and some accessories. The cover was shaped into a house. The following figure is the design of the cover.

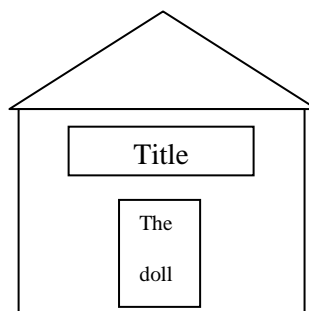


Figure 4.2: **The Design of the Cover**

2) Designing the exercise pages

The exercise pages consisted of two pages. The exercise was in the form of *guess and stick* questions. There were seven pockets on the pages and the names of the characters were stuck under the pockets. Then, there were the character pictures which could be stuck on the pockets. Here is the design of the exercise pages.

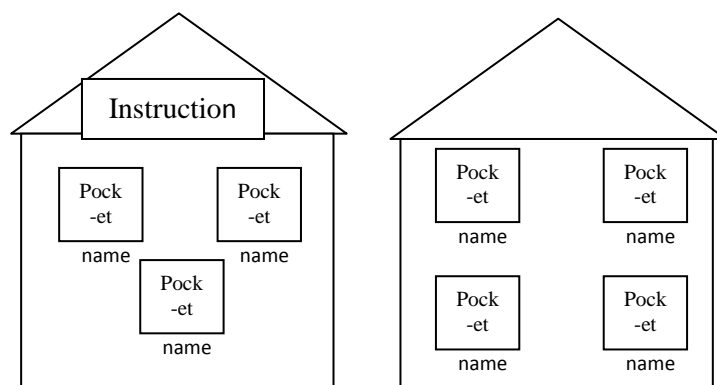


Figure 4.3: The Design of the Exercise pages

3) Designing the story illustrations

The illustrations of the story should be appropriate with the students' characteristics. To meet their characteristics, the story characters were drawn cutely. Besides, the colourful illustrations of the places in which the action of the story happened were also made. There were 12 pages of the story illustrations. In making the illustrations, *Corel Draw X5* was used.

b. *The Little Indian Boy Picture Series*

1) Designing the puppet

The puppet was the *Little Indian Boy*. It was designed to have three different faces, those were sleeping, smiley, and scared face. Those three expressions were adjusted to the story line. In addition, there were a stick stuck on the back of the puppet's head, and a string stuck on the puppet's arms and tied to the top of the stick. The stick was a handle which ease the story teller playing the puppet. Then, the string could be pulled up to make the puppet's arms swing. Here is the design of the puppet.

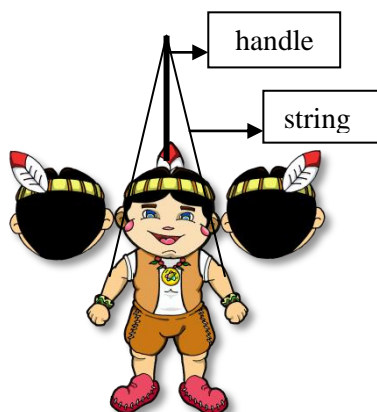


Figure 4.4: **The Puppet's Front View**

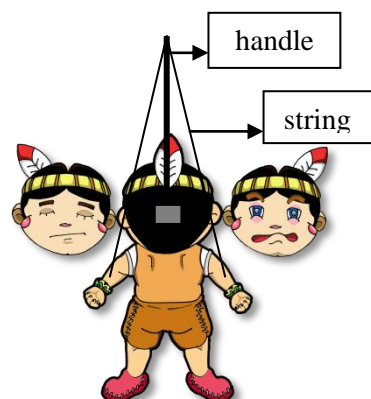


Figure 4.5: **The Puppet's Back view**

2) Designing the illustrations of the story

Since the story was about a little Indian boy's adventure, it had its setting in an Indian environment. There were a bed room, a dining room, a house, a garden, a road, a wood, a grass yard, a puddle, a river, a hill, and a cave. Those places were dominated by sand colour in order to make the illustration attractive and represent an Indian environment. It helped the students to have an image of an Indian environment.

3) Designing the media assembly

The media contained 11 pages of the illustrations of where the story took place. The illustrations helped the students to understand the story. The page consisted of two parts. They were the main part or the full illustration page, and the scrap frame. The main part was the story background. Meanwhile, the scrap frame was a small frame which used to place the puppet during the story was being told. The design can be seen in the following figure below.

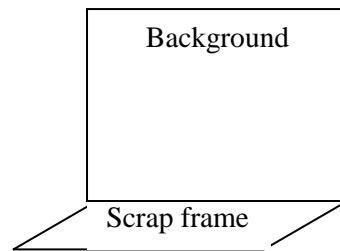


Figure 4.6: **The Design of the Media Assembly**

4. The Media Production

After finishing the design of the *picture series*, the researcher did some actions to produce the media. The detail process is explained below.

a. *The Gingerbread Man Picture Series*

1) The cover

The cover was an important part of the *picture series*. It should give a good impression when readers see it. Thus, flannel was chosen. A house pattern was made on two pieces of flannel and cardboards. Those were cut. Then, the cardboard was put between the cut flannel, and the flannel was sewed. The title of the story, the *Gingerbread Man* doll, and some accessories were glued on the cover. Here is the picture of the cover:



Figure 4.7: **The Picture of the Cover**

2) The exercise pages

The exercise pages contained an instruction, seven flannel pockets, the picture of the characters in the story, and their names. The picture could be stuck on the pocket. The students were asked to put the picture on the right pocket. The picture of the pages is shown below.



Figure 4.8: **The Picture of the Exercise Pages**

3) The *picture series*

The *pictures series* was the main part of the media. The digital story illustrations were printed on ivory papers because they were stiff. The papers were cut in their pattern. The picture of the *picture series* can be seen in the figure below.



Figure 4.9: **The Picture of *The Gingerbread Man* Picture Series**

b. *The Little Indian Boy Picture Series*

1) The puppet

The pictures of the puppet's front and back view were printed on ivory papers, and cut. Those parts were glued. The puppet's joints were connected by pins. After that, the puppet faces were stuck side to side using tapes. The last, a stick was stuck on the back side of the puppet head. A string was tied to the top of the stick, and taped to the puppet's arms. Here are the pictures of the puppet.



Figure 4.10: **The Picture of the Puppet's Front View**



Figure 4.11: **The Picture of the Puppet's Back View**

2) *The Picture Series*

The eleven different illustrations were printed on A3 ivory papers. The up side of the page was the main part of the *picture series*. Meanwhile, the down side was the scrap frame. To make sure those two sides joined perfectly, a large tape was used. Here is the picture of the illustration pages.



Figure 4.12: The picture of *The Little Indian Boy Picture Series*

5. Description of Using Picture Series

Since the *picture series* is used to teach listening skills, the activities are designed based on the listening cycle. Those consist of three stages. They are *pre-listening*, *while-listening*, and *post-listening*.

In the *pre-listening* stage, the characters in the story, the places in which the action of the story happened, and things related to the story are introduced. Then, in the *while-listening* stage, the teacher tells the story using the *picture series*. The story is being told three times. The students listen to the story, and do the tasks. Before telling the story, the teacher states the title of the story, and mentions the characters in the story. Then, the last stage namely *post-listening*, the students are asked to do the exercises in order to measure their understanding of the story. All of those activities using the *picture series* are described below.

a. Unit 1 (*The Gingerbread Man*)

Pre-listening

1) Task 1

Task 1 is a *guess and stick* exercise. The students are shown the pictures of the characters in the story, and asked to guess their name in English. The teacher also helps the students if they cannot guess the characters' name. The exercise is used to introduce the characters in the story. The following figure is the picture of the task.

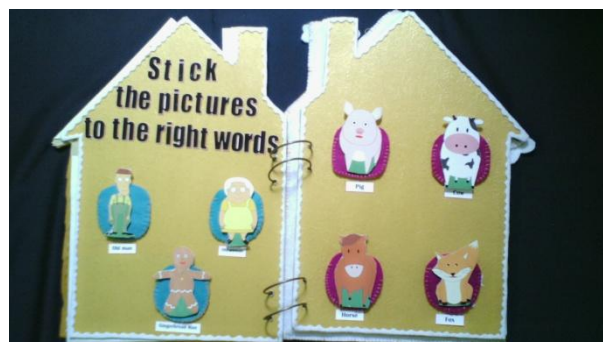


Figure 4.13: **The Example of Task 1**

2) Task 2

After the students do Task 1, they play a *whisper race* game to measure their understanding of the ingredients which used to decorate the *Gingerbread Man*. First, the flashcards of the ingredients are introduced to the students. Then, they are stuck on the white board. The students are divided into two teams. The teacher explains the game rules. After that, they play the game. Here are the flashcards.

Figure 4.14: **Currant Flashcard**Figure 4.15: **Chocolate Chip Flashcard**Figure 4.16: **Strawberry Jam Flashcard**Figure 4.17: **Candy Flashcard**Figure 4.18: **Melted White Chocolate Flashcard**

3) Task 3

The next task is a *listen and repeat* activity. It is used to measure students' understanding of the setting in the story. The names of the places in which the story happened are introduced to the students. The students are asked to listen to the teacher and repeat after the teacher. Then, the teacher describes the meaning of the places. Here is the example of Task 3.

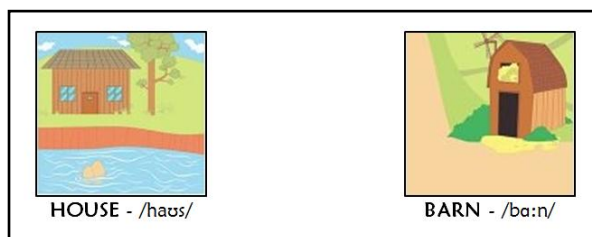


Figure 4.19: **The Example of Task 3**

While-listening

4) Task 4

Task 4 is a *listen and repeat* activity. Some important words are stressed by the teacher. The students are asked to repeat after the teacher, and meanwhile the teacher do some actions. The repetition aims to make the students familiar with those important words, and active in the teaching and learning activity. Here is the example of the task.

The little old woman ran after the gingerbread man. She yelled, “**stop**”.

But the gingerbread man ran even faster/ chanting/ “**run, run as fast as you can. You can't catch me / I'm the gingerbread man.**”

Figure 4.20: **The Example of Task 4**

5) Task 5

The next activity is a *look and shout out* activity. While telling the story, the students yell some important words and then the teacher does the actions. The teacher can tell the students the rules of the activity. The following figure is the example of the task.

Halfway across the river/ the fox barked/ “**you're too heavy for my tail, jump on my back.**”

The gingerbread man said/ “**okay**”/ and jumped on the fox's back.

Soon/ the fox said/ “you’re too heavy for my back/ jump onto my nose.”

The gingerbread man said/ “okay”/ and jumped on the fox's nose.

Figure 4.21: **The Example of Task 5**

6) Task 6

In Task 6, the students are asked to match the pictures of the characters with the places the Gingerbread Man met them by drawing line. The teacher explains to the students how to do the task. The task measures the students’ understanding of the event in the story. Here is the example of the task.

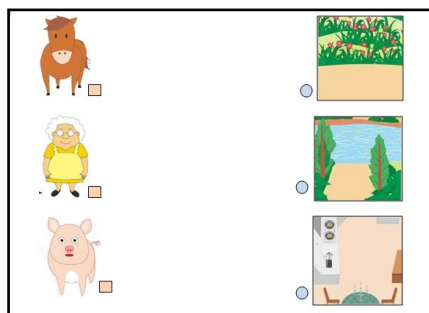


Figure 4.22: **The Example of Task 6**

Post-listening

7) Task 7

To check the students’ understanding of the whole story, Task 7 is used. Task 7 is a *true false* exercise. Some statements are given, and the students are asked to draw a smile face if the statement is true or a sad face if the statement is false. Here is the example of the task. Meanwhile, the complete task is in the appendix.

1. The old man and old woman lived in a palace.	☹
2. The Gingerbread Man's eyes were made of currant.	

Figure 4.23: **The Example of Task 7**

8) Task 8

The last exercise is a competition game. The students make groups of five. The teacher draw two pictures of the Gingerbread Man complete with its eyes, nose, mouth, button, and clothe. Two flashcards of currant, chocolate chip, strawberry jam, candy, and melted white chocolate are stuck on the white board. The students are explained the rule. The teacher shouts out instructions to put the flashcards, the students answer the instruction, and put the flashcard on the right part of the Gingerbread Man's body. The fastest group is the winner. The task can be seen in the appendix.

b. Unit 2 (*The Little Indian Boy*)***Pre-listening***

1) Task 1

The main character in the story is introduced in this activity. The puppet of The Little Indian Boy is shown to the students. The teacher leads a discussion about The Little Indian Boy. The discussion is done by asking the students to guess the character's name, the story that they would listen, and to tell their opinion about the character. The task can be seen in the appendix.

2) Task 2

In this task, the students are asked to make an Indian headband by cutting and sticking the strips provided in the workbook. By using the headband, the students pretend to be an Indian boy. The task aims to give the students motivation to join the teaching and learning process. Here is the picture of the strip.

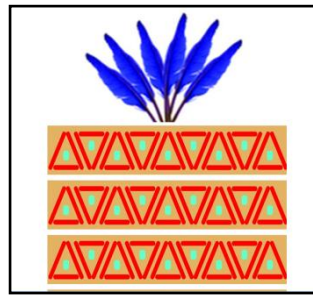


Figure 4.24: **The Picture of the Indian Headband**

3) Task 3

To introduce the action verb used in the story, a *robot* game is conducted. The teacher explains the game rule. The teacher introduces new vocabularies to the students by saying the words and doing the actions. Two students are asked to volunteer and play as a robot. The robots are given instructions, do the actions, and stop until the new instruction is given. When the robots have done doing the instructions, the other students do the instructions. Here is the example of the task.

✓ Membuka mata dan menguap saat mendengar kata	wakes up
✓ Meniru gerakan memakai baju saat mendengar kata	gets dressed
✓ Meniru gerakan makan dan minum saat mendengar kata	has breakfast
✓ Meletakkan tangan disamping mulut saat mendengar kata	says
✓ Berjalan saat mendengar kata	walks
✓ Bersiul saat mendengar kata	whistle
✓ Mendorong lengan ke depan saat mendengar kata	open
✓ Menarik lengan ke dada saat mendengar kata	closes
✓ Melatakan telunjuk di depan bibir saat mendengar kata	sh
✓ Berjinjit saat mendengar kata	tip toe
✓ Menggerakkan lengan ke samping saat mendengar kata	swish

Figure 4.25: **The Example of Task 3**

4) Task 4

The next task is a *matching* exercise. The names of the place where the character took action and their pictures are presented in the task. The students are introduced first the place, then asked to do the task. This task is used to introduce new vocabularies to the students. The example of Task 4 can be seen below.

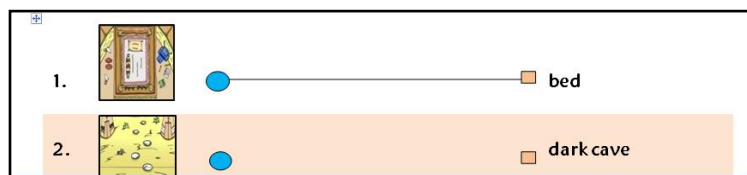


Figure 4.26: **The Example of Task 4**

While-listening

5) Task 5

The fifth task was a *listen, repeat, and act out* activity. Some important words are repeated by the teacher. The students are asked to repeat after the teacher, and do some actions. The repetition aims to make the students familiar with those important words, and active in the teaching and learning activity. Here is the example of the task.

The little Indian boy **wakes up**.

He **gets out of bed**.

He **gets dressed**.

Figure 4.27: **The Example of Task 5**

6) Task 6

The next task is used to measure the students' understanding of the story order. The students are asked to arrange pictures to make the right order. There are 20 pictures, and the students should put the right number on the picture based on the story. The example of the task is presented in the following figure.

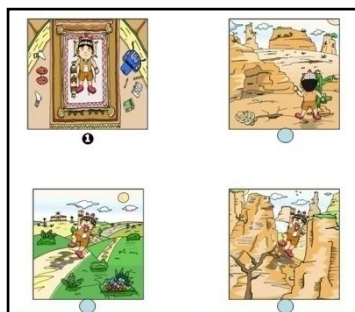


Figure 4.28: **The Example of Task 6**

Post-listening

7) Task 7

In Task 7, the students are asked to pretend to be an Indian boy. They should make a map of their own adventure by drawing the places they want to visit. The places should be the ones in the Little Indian Boy story. There are only five places allowed to be drawn. Besides, the students should put their name at the top of the map. The following figure is the picture of the map.

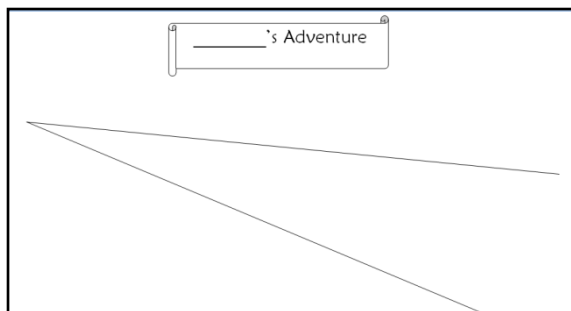


Figure 4.29: **The Picture of the Map**

8) Task 8

The last task asks the students to present their map. The students work in pairs. One of the students tells about their adventures while the other listens to the story. For the speaker, they do actions in telling their adventure. For the listener, they should put a tick in the places which are visited by the speaker. The listener

should write the speaker's name. Then, they do it in turns. Here is the example of the task.

_____ 's Adventures	
bed room	
dining room	
garden path	
green gate	
twisty road	
dark wood	
tall grass	
wet mud	
deep river	

Figure 4.30: **The Example of Task 8**

6. The Media Assessing

After the products have been produced, those were evaluated by ten English teacher in order to get validation. The result of the media evaluation was used as the basis of the media revision. The evaluation was done before the products were implemented in SD IT Insan Cendekia. The design of the media, the content of the material, and the content of the teacher's guide were the aspects which evaluated by the teachers. In evaluating the product, a questionnaire was used. The blueprint of the questionnaire can be seen in the following table.

Table 4.5: **The Blueprint of the English Teachers' Evaluation Questionnaire**

The Aspects	Question Number	Number of Items
Media	1-10	10
Material	11-20	10
Teacher's Guide	21-25	5

After the questionnaires were distributed to the teachers, the following results are obtained.

a. The Respondents' Response of Agreement

The first response is about the design of the *picture series*. Here is the table of the media evaluation result.

Table 4.6: The Result of the English Teachers' Evaluation about the Media Design

Result	Question Number									
	1	2	3	4	5	6	7	8	9	10
Mean Score	3.6	3.5	3.9	3.8	3.7	3.6	3.8	3.4	3.3	3.3
Total Score	36	35	39	38	37	36	38	34	33	33
Percentage of Items	90%	88%	98%	95%	93%	90%	95%	85%	83%	83%

The percentages presented on the table above ranged from 83% to 98%. The aspects of the media are very good because they get score more than 81%. It can be concluded that the *picture series* is feasible to apply.

The second response aims to get validation of the content of the material. The result of the content material evaluation can be seen in table 4.7.

Table 4.7: The Result of the English Teachers' Evaluation about the Content of the Material

Result	Question Number									
	11	12	13	14	15	16	17	18	19	20
Mean Score	3.6	3.7	3.5	3.6	3.3	3.6	3.7	3.6	3.7	3.9
Total Score	36	37	35	36	33	36	37	36	37	39
Percentage of Items	90%	93%	88%	90%	83%	90%	93%	90%	93%	98%

From table 4.7, it can be seen that the percentages of the content of the material are more than 82%. It can be concluded that the material is very good and feasible to apply.

The last is the response about the content of the teacher's guide. The following table is the result of the evaluation.

Table 4.8: The Result of the English Teachers' Evaluation about the Content of the Teacher's Guide

Result	Question Number				
	21	22	23	24	25
Mean Score	3.7	3.3	3.3	3.8	3.9
Total Score	37	33	33	38	39
Percentage of Items	93%	83%	83%	95%	98%

The teachers gave high score for the teacher's guide content. According to the table above, it can be seen that the teacher's guide gets score more than 82%. It means that the guide is very good since its score is more than 81%.

The conclusion that can be drawn from the result of the teachers' evaluation questionnaires is that the product fulfilled the criteria of feasibility since it gets score more than 60%. The product is feasible to be used for teaching English through storytelling.

b. Comments and Suggestions

The teachers also gave comments and suggestions about the product. The comments and suggestions were listed. Then, the researcher took actions to revise the product based on teachers' comments and suggestions. The revision is discussed in the next part.

7. The Media Revision

There were several comments and suggestions given by the teachers related to the feasibility of the product. Those were used as the basis of the media revision. The following discussion was about the product revision.

a. Revision I

The first revision was related to the media. The layout of the *Gingerbread Man picture series* and the puppet of the Little Indian Boy were the targets of the revision. Here is the description of revision I.

Table 4.9: **Revision I**

Unit	Revision Target	Comment	Suggestion	Actions taken
1 (<i>The Gingerbread Man</i>)	Background of the introduction page	The background is too plain.	Give background which related to the story.	Changing the layout.
2 (<i>The Little Indian Boy</i>)	The puppet	The puppet is too big.	You should make the puppet in the appropriate size.	Making the puppet smaller.

The first comment was about the background of the introduction page of the *Gingerbread Man picture series*. The colour was too plain. The background colour before the revision was white and it was not attractive. The respondent suggested that the background should be related to the story. The revision was done by changing the background into a picture related to the story. By using the picture, the students were introduced to the story. Here are the pictures of the introduction page before and after the revision.



Figure 4.31: **Introduction Page before Revision**



Figure 4.32: **Introduction Page after Revision**

The second was a comment given by the respondent about the size of the puppet. The puppet was too big and not appropriate with the illustration pages. To revise the puppet, a smaller puppet was made. The following figures show the differences between before and after revision.



Figure 4.33: **The Puppet before Revision**

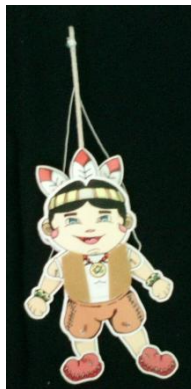


Figure 4.34: **The Puppet after Revision**


b. Revision II

The second revision was in terms of tasks provided in Unit 1 and Unit 2. Some tasks which were not appropriate for the fifth grade students were the revision targets. The following table presents the revision points.


Table 4.10: **Revision II**

Unit	Revision Target	Comment	Suggestion	Actions taken
1 (<i>The Gingerbread Man</i>)	Task 3	The task is too difficult for the fifth students.	The task can be changed into a <i>listen and repeat</i> activity.	Changing the task.
	Task 7	The task is not attractive.	You can ask the students to draw a sad face or smiling face.	Changing the task instruction.
2 (<i>The Little Indian Boy</i>)	Task 4	The task is too hard for the fifth grade students.	The task should be revised.	Changing the task into a <i>matching</i> task.


The first comment was in terms of the activity type of Task 3 in Unit 1. The respondent stated that the task was too difficult for fifth grade students with a low proficiency level. She suggested that a *listen and repeat* activity was appropriate for the students because it was easy to be done and could be used to introduce the story's setting of place. The figures below present the differences between the task before and after revision.

 **TASK 3**

Arrange the following jumble words into the correct order.




HOUES = HOUSE




BANR = _____


Figure 4.35: Task 3 Unit 1 before Revision

 **TASK 3**

Listen to your teacher. Repeat after her/him.
(Dengarkan gurumu. Ulangi perkataannya.)




HOUSE - /haus/




BARN - /ba:n/

Figure 4.36: Task 3 Unit 1 after Revision

Secondly, the comment was in terms of the instruction of Task 7 in unit 1. The task was not attractive for students because it only asked students to circle T or F. The suggestion offered by the teacher was about changing the instruction. It was more fun for students to draw a smiling face or a sad face instead of circling letter T or F. The revision was done by changing the instruction. Here are the figures of Task 7 before and after revision.



Post-Listening




TASK 7


Circle letter T if the statement is true. Circle letter F if the statement is false.

1. The old man and old woman lived in a palace.	T	<input checked="" type="radio"/> F
2. The Gingerbread Man's eyes were made of currant.	T	F
3. The buttons and clothes of the Gingerbread Man were made of	T	F

Figure 4.37: Task 7 Unit 1 before Revision



Post-Listening



TASK 7

Put a ☺ if the statement is true. Put ☹ if the statement is false.

(Berikan tanda ☺ jika pernyataan berikut benar. Berikan tanda ☹ jika pernyataan berikut salah.)

1. The old man and old woman lived in a palace.	☺
2. The Gingerbread Man's eyes were made of currant.	

Figure 4.38: Task 7 Unit 1 after Revision

Thirdly, the revision was in terms of the activity type of Task 4 in Unit 2. Before the revision, the task was about filling missing letters. The respondent commented that the task was too difficult for the fifth grade students and should be revised. The task contained a lot of blank spaces. Based on the suggestion, the researcher changed the task into a *matching* task. The following figures show the differences between the task before and after revision

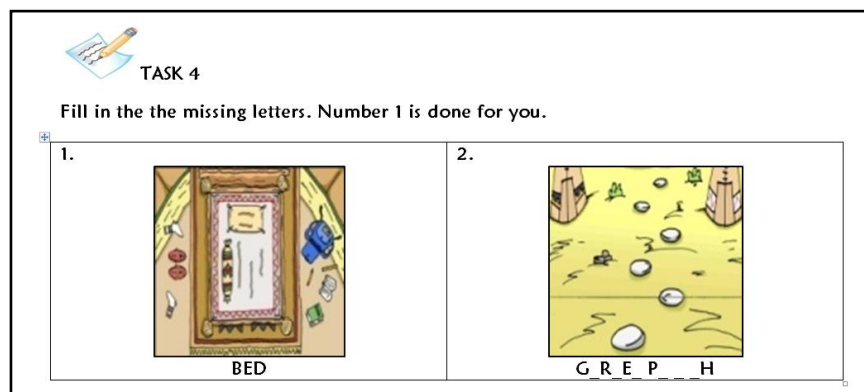


Figure 4.39: Task 4 Unit 2 before Revision

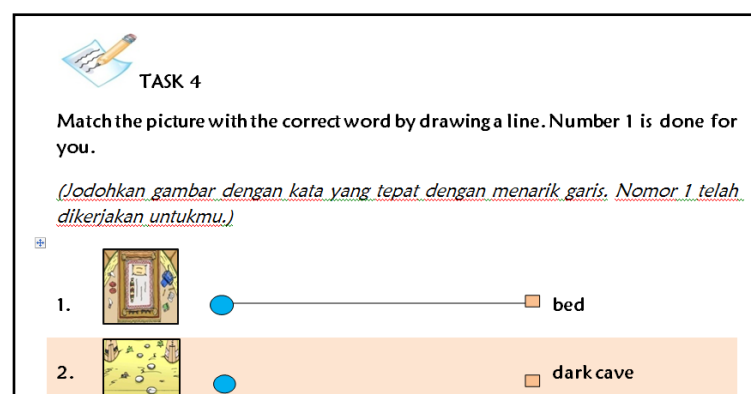


Figure 4.40: Task 4 Unit 2 after Revision

c. Revision III

The third revision was in terms of the instructions used in the student's workbook. Some teachers commented that the instructions were not complete.

The description of the revision can be seen below.

Table 4.11: Revision III

Unit	Revision Target	Comment	Suggestion	Actions taken
1 (The Gingerbread Man)	The instructions	There is no bahasa Indonesia instruction.	It would be good if the instruction was in English and in bahasa.	Adding bahasa Indonesia to the instruction

(continued)

continued

Unit	Revision Target	Comment	Suggestion	Actions taken
2 (<i>The Little Indian Boy</i>)		The instructions should not be only in English	Giving instructions in English and bahasa Indonesia would be helpful since the subjects of the research are children.	

Based on the table above, the comments and the suggestions were the same. They were about the language used in the instructions. Revision was done by adding bahasa Indonesia to the instruction. The differences between the task before and after revision were shown below.

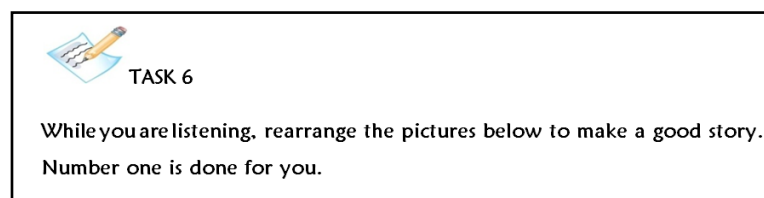


Figure 4.41: **The Instruction before Revision**

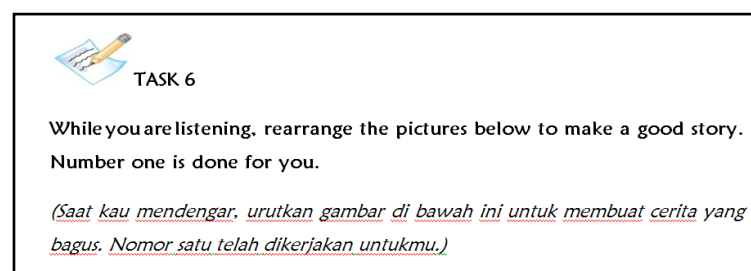


Figure 4.42: **The Instruction after Revision**

B. The Try Out of the Product

A try out for the product was done to find out the effectiveness of the media use. The try out was conducted in SD IT Insan Cendekia on December 15th and 16th 2014. The media was used to teach English through storytelling to the fifth grade students. The vignette of the try out is presented below.

1. Meeting I

The first day of the try out was on Monday, 15th of December 2014. On this day, there were 23 students who attended the class. One student did not join the class because she was sick. The product which was tried out was *The Gingerbread Man picture series*.

When the researcher entered the class bringing the *picture series*, the students seemed enthusiastic about the product. They kept asking about what it is. To make the students calm down, the researcher told them that they would find out later. After the students were silent, the researcher asked the students about their interest in stories. Some students said that they like reading and listening to stories. When they were told that they were going to listen to a story, they looked happy. Here is the excerpt from the field note.

... Some of the students asked what materials they were going to learn today. When the researcher said that they are going to listen to a story, some of the students yelled “*Asik, ngrungoke cerita*. (Hurray, we are going to listen to a story.)” ...

Appendix E/2

Before starting teaching, student’s workbooks were distributed. The activities in *pre-listening* were done. They were *guess and stick* activity, *whisper race* game, and *listen and repeat* activity. The students were very enthusiastic to do the

activities. After that, they listened to *the Gingerbread Man* story. Some of them sat on the floor just to listen to the story, and to get a closer look to the *picture series*. They also did 3 tasks in *while-listening* actively. The students were active to repeat after the teacher, and willing to shout out some important words. They also did *matching* task well. Then, they did *true false* task. Some of the students asked difficult words. Next, they played *competition* game. The class ended by checking students' work, summarizing the lesson, stating reflection, giving further guidance, and saying a prayer.

In conclusion, the teaching and learning activity in the first meeting was done very well. The students showed their enthusiasm in the class. Besides, they did the tasks well. Here are the pictures of the teaching and learning activities.



Figure 4.43: The Students Were Sticking Pictures on the Exercise Pages



Figure 4.44: The Students Were Listening to the Story



Figure 4.45: **The Students Were Playing *Competition Game***

2. Meeting II

Meeting II was done on Tuesday, December 16th 2014. The product that was being tried out was *the Little Indian Boy picture series*. All of the students attended the class. The students still looked enthusiastic when they saw different kinds of *picture series*. They were happy to see new *picture series*. Here is the excerpt from the interview transcript.

R: *Kamu suka gak ada dua picture series yang beda bentuknya?* (Do like to have two different types of picture series?)”

S: *Suka, gak bikin bosan.* (I like it. It doesn't make me bored.)”

Appendix F/2

To begin the teaching and learning activity, the researcher led a discussion by showing the Little Indian Boy puppet. Some students answered the questions given by the researcher. After that, the students made the Indian headband and wore it. Then, the students played *robot* game. Two of the boys volunteered to pretend to be the robots. Next, the students did the *matching* task. Those activities were *pre-listening* stage.

In *while-listening* stage, the students listened to the story and looked at the *picture series*. They focused on the activity. When they were being asked to

repeat after the researcher and did some actions, they did those energetically. Then, when they listened to the story again, they did the *arranging* task well. Some students asked the researcher to repeat telling the story.

In the *last stage*, some of the students said that they liked drawing. It did not take too much time for the students to finish their drawing. After that, they presented their map to their friend. There were several students who had difficulty in presenting their map. They asked the researcher some English action verbs because they forgot. Here is the excerpt from the field note.

... While reflecting today's lesson, the students said that they were happy because the activities were fun. When they were asked what activity they like the most, many of them said, "*aku paling suka gambar peta*, Miss. (I like the drawing task the most, Miss.)"

Appendix E/3

It can be concluded that the teaching and learning activity ran well. The students enjoyed doing the activities. They were able to do the tasks given by the researcher well, even though some of them had difficulty in doing some tasks. The activities done in meeting II can be seen in the following figures.



Figure 4.46: The Students Were Playing *Robot Game*



Figure 4.47: **The Students Were Listening to the Story**



Figure 4.48: **The Students Were Presenting Their Map**

C. Evaluating the Product

In order to know the students' opinions and suggestions about the product, questionnaires were distributed to them and interview with some students were conducted. The results of the questionnaire analysis and the interview were used as consideration for the product evaluation. Here are the result of the analysis and the evaluation.

The first is the result of the design and effectiveness of the media. The percentage of the questionnaire result is more than 88%. It shows that the media is very good. The result can be seen in table 4.12.

Table 4.12: The Result of the Students' Questionnaires about the Media

Result	Question Number						
	1	2	3	4	5	6	7
Mean Score	3.7	3.5	3.7	3.5	3.5	3.6	3.6
Total Score	89	85	89	85	85	86	87
Percentage of Items	93%	89%	93%	89%	89%	90%	91%

The second result represents the students' opinions about the aspects of the materials. The percentages range from 86% to 95%. It can be concluded that the students think that the material aspects are very good. The result is shown below.

Table 4.13: The Result of the Students' Questionnaires about the Material

Result	Question Number							
	8	9	10	11	12	13	14	15
Mean Score	3.5	3.8	3.8	3.7	3.8	3.5	3.5	3.6
Total Score	84	91	90	89	90	84	83	87
Percentage of Items	88%	95%	94%	93%	94%	88%	86%	91%

Then, there were two evaluations done based on the comments from the students. The evaluation was done in order to improve the product quality. The evaluation is presented below.

1. Evaluation I

The basis of evaluation 1 was the suggestion the student gave. In the interview, she said that she could not see the words on the exercise pages clearly. Here is the excerpt from the transcript.

Researcher: *Menurut kamu, apa yang sebaiknya diperbaiki dari picture seriesnya?* (Can you suggest what should be revised from the picture series?)

Student: *Itu, Miss, yang nempelin gambar. Tulisannya silau gak keliatan.* (The one which sticking pictures should be revised. The font colour on the exercise pages is too bright so it could not be seen clearly.)

Appendix F/2

Based on the suggestion, the researcher changed the font colour and the exercise pages' background so the font could be seen clearly. The different looks of the pages before and after the revision are shown in the figures below.



Figure 4.49: The Exercise Pages before Revision

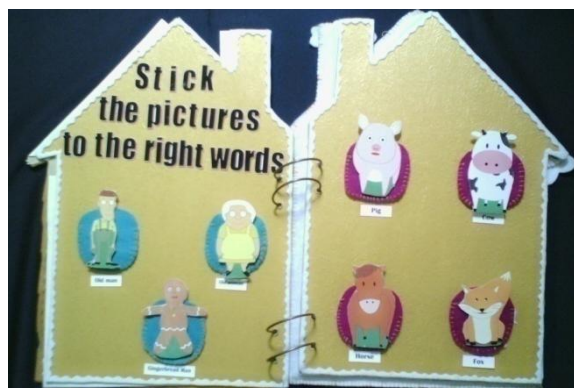


Figure 4.50: The Exercise Pages after Revision

2. Evaluation II

The second evaluation was done based on the comment stated by a student because the *Little Indian Boy puppet*'s face was easily detached. He said that the puppet looks like Vishnu. Here is the excerpt from the field note.

... While telling the story, the puppet's face could not stick perfectly. A student said, "Eh kui *Indiane* kaya dewa Wisnu. (*Look. The Indian Boy is like Vishnu.*)"

Appendix E/3

The researcher repaired the puppet by sticking Velcro on the puppet's headband using high quality glue. The puppet's face could be stuck sturdily.

D. Discussion of the Final Product

This part discussed the findings based on the research instruments which were distributed to respondents, and the description of the final product. The instruments were questionnaires given to the fifth grade students of SD IT Insan Cendekia and English teachers, and also an interview guide used to interview several students. Those instruments were used to get their opinions and suggestions about the developed product. Some revisions were done based on the findings, and then the final product was produced. The explanation of the findings and the aspects of the final product are presented below.

1. The Media

From the questionnaires distributed to some English teachers as experts, the percentages of the media design was more than 82%. The media was very good. However, there were some revisions done based on the suggestions given by the experts in order to improve the quality of the media. The first revision was the introduction page. The background of the page was changed from a plain white

paper to a picture taken from the Gingerbread Man illustration. Next, the Little Indian Boy puppet was revised from a big puppet to be smaller one.

Moreover, based on the questionnaires given to the students of SD IT Insan Cendekia after the product testing, the media got more than 87%. It means the media was acceptable, but it should be revised based on the students' suggestions so the final media could be produced. The background of and the font on the exercise pages were changed. Then, the Velcro on the Little Indian Boy puppet was re-stuck using high quality glue.

2. The Materials

Based on the result of the questionnaires given to the English teachers, the materials got more than 82%. It could be concluded that the material was very good and feasible to apply. However, some aspects the materials, for example the tasks and instructions, should be revised. The suggestions given by the teachers were the basis of the revision.

Nonetheless, there was no evaluation about the aspects of the material given by the students of SD IT Insan Cendekia. The students had neither comment nor suggestion about the materials.

3. The Teacher's Guide

The teacher's guide got high score which was more than 82%. It was categorized as very good teacher's guide because its score was more than 60%. The teacher's guide was not revised or evaluated.

E. Limitation of the Product Development

The researcher had the limit in doing the research. Firstly, since the products were only prototypes, those only could be used to teach listening skills with two different themes. The products did not cover the other skills. Besides, those were designed to teach the fifth grade students only. Other levels students needed different activities.

The last, the products only got the validations from 10 English teachers and 24 students without comparing to the other similar products in identifying the feasibility of the media.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions of the Product Development

This research aims at developing *picture series* as instructional media to teach English through storytelling for the fifth grade students of elementary schools. In developing the product, several steps, based on R&D theory as proposed by Borg and Gall (1983), were implemented by the researcher. Those were conducting a needs analysis, constructing instructional design, designing the media, producing the media, assessing the media, revising the media, trying out the media, evaluating the media, and producing the final media.

Based on the needs analysis process, the researcher constructed the instructional design and produced the media. In producing the media, there were three main steps. The first step was making the story illustrations. The software program used by the researcher in making the illustrations is *Corel Draw X5*. Then, printing the illustrations on ivory papers was done. After that, the printed illustrations were cut in its pattern. The last step was assembling the picture series.

There are two types of product developed by the researcher. They are main product which is the *picture series*, and the supporting products which are student's workbook and teacher's guide.

1. *Picture Series*

The *picture series* is a media used to teach English through storytelling. There are two *picture series* which are developed: *The Gingerbread Man* and *The Little Indian Boy*. Those media are covered by two themes, *My Adventure* and

Food, which were preferred the most by the students in the questionnaires for need analysis.

2. Student's Workbook

The student's workbook is the supporting product. This workbook consists of two units. Unit 1 entitled *The Gingerbread Man*, and Unit 2 entitled *The Little Indian Boy*. There are eight activities in each unit. Each activities divided into three stages; (1) *pre-listening*, (2) *while-listening*, and (3) *post-listening*.

3. Teacher's Guide

Then, in the teacher's guide, there are course grids, lesson plans, the explanation of how to use the *picture series*, the scripts of the stories, and the assessments and answer keys. Those items guide teachers in using the *picture series*, conducting the teaching and learning activities, and assessing students' understanding of the delivered materials.

To find out that the products fulfill the feasibility criteria of good product, it was also assessed by English teachers. From the assessment, it can be concluded that the products are very good and feasible to be used to teach English listening skills.

Based on the results of the study, the *picture series* is one of the good media to teach listening to the fifth grade students. There are four aspects proving that the media are good. First, it is easy to prepare. Second, it accommodates the topics the students like. Third, it helps students to understand stories because it provides the pictures that illustrate the events happened in the story. Forth, it provides fun and enjoyable activities.

B. Suggestions

In reference with the conclusions, the researcher gives some suggestions for the following parties.

1. For English teachers of children

English teachers, especially teachers of children should be able to choose or to design the appropriate materials and media in teaching children. The materials and media should fit to children's characteristics since they mostly like learning in fun ways. Therefore, teachers can use picture series to make students more interested in the teaching and learning process.

2. For other researchers

Other researchers are expected to conduct other research of relevant topics in order to improve the media. This will be very beneficial for educational purposes because the media will help teachers to deliver materials and students to learn materials.

3. For English Course Writers and Media Developers

English course writers and media developers should pay attention to the research products. They are suggested to design effective, good, and appropriate materials and media books for English teaching for children.

4. For Book Publishers

The *picture series* is very good to be used to teach English listening skills. It helps students to understand the materials and keep their attention to the materials. It is advisable for the book publishers to promote the *picture series* so the *picture*

series can be used in other schools and inspires other people to develop the same products.

Moreover, there are some aspects that should be taken into account by media users so that the media works effectively. The aspects are related to the media placement, the sitting arrangement, and the storytelling technique. Here are the deep explanations of those aspects.

1. The Media Placement

To help students understand the story, teachers should make sure that the students can see the *picture series* clearly. *The picture series* can be placed on a table in the front part of the class right in the center of the class if teachers stand up, or on teachers' lap if the teachers are in a sitting position. The media should be placed near the students.

2. The Sitting Arrangement

The ideal numbers of students who are involved in the teaching-learning activities using the *picture series* are less than 25 students. This really influences the effectiveness of the media use. If it is used in a small class, it will reduce the space between the media and students so the students will be able to see the media more clearly. In addition, the best sitting arrangement is in a *U-type*. By sitting in that type, all of the students can see the media without being restricted by other students.

3. The Storytelling Technique

In order to achieve a successful storytelling activity, teachers should bear in mind some techniques of storytelling. Firstly, teachers should understand the story

first and remember that, so they will have no difficulty in telling the story to students. Secondly, to make the story alive, teachers should make gestures and facial expressions. Besides, they should be able to vary their voice paced, tone, and volume. After that, involve students in the storytelling by asking questions and asking them to do some actions or repeating some important words. Finally, the teacher should always keep eye contact to students.

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APPENDICES

APPENDIX A:
THE LISTS OF STUDENTS AND
ENGLISH TEACHERS

1. The List of Students

No	Name	Gender
1	ADAM ADHITYA PRAYOGA	Boy
2	ALFIAN SATRIA WICAKSANA	Boy
3	AMJAD TASTAFTIYAN	Boy
4	ARGA ANUGRAH PRATAMA	Boy
5	ARIF NUGROHO	Boy
6	ARUMTYAS ARINI HUTOMO	Girl
7	ASNA AULIYA MUKHAROMAH	Girl
8	DIMAS YOGA PRATAMA	Boy
9	DZAMAR ALAM NABAWI	Boy
10	HANIF AR-RIFA'I	Boy
11	HANIF AR-RIF'AN	Boy
12	HARY SAPTA KURNIAWAN	Boy
13	LAILLY YULI PAWESTRI	Girl
14	LATIFAHANUM	Girl
15	LUTHFI AULIYAAIL HANAN	Boy
16	MUHAMMAD AMINUDDIN	Boy
17	PRADIPTA GANIS PRADANA ATMAJA	Boy
18	REVI AGUSTINA WULANDARI	Girl
19	REVIANA PUSPITA SARI	Girl
20	RIRISMA NUR RAHMAWATI	Girl
21	VIVI AFFILIA ASYARI PUTRI	Girl
22	YUNITA ASRI RAHMAWATI	Girl
23	AL MILLA HAMIDAH	Girl
24	ALANNA AZZAHRA PUTRI HERMAWAN	Girl

2. The List of English Teachers

No	Name	Job	Institution
1.	Farida Bellami, S.Pd.	Teacher	SD IT Insan Cendekia Kadireso
2.	Nita Listianingtyas	Tutor	FEC UNY
3.	Zarra Wienitya	Tutor	FEC UNY
4.	Danisa Puji Wahyuni	Tutor	FEC UNY
5.	Ristiani Primaningsih	Tutor	FEC UNY
6.	Rahayu Kurniawati	Tutor	FEC UNY
7.	Pamela Yeni Purwastri	Tutor	FEC UNY
8.	Zida Malichah	Tutor	FEC UNY
9.	I Gede Arga	Tutor	FEC UNY
10.	Erika Puspita	Tutor	FEC UNY

APPENDIX B: COURSE GRID

**DEVELOPING PICTURE SERIES FOR TEACHING LISTENING SKILLS THROUGH STORY TELLING TO THE FIFTH
GRADE STUDENTS OF SD IT INSAN CENDEKIA**

COURSE GRID OF USING THE GINGERBRAD MAN PICTURE SERIES

Class/ Semester : 5th/ 1st semester
 Skills : Listening
 Theme : Food
 Core Competence : 1.Comprehend simple instructions and information by actions and a language

Basic Competence	Indicators	Learning Materials			Activities	Learning Resources	Teaching Aid
		Language Function	Vocabularies	Grammar			
1.1 Responding to simple instructions verbally 1.3 Understanding of simple stories by doing exercises	1. Students are able to guess specific nouns by looking at pictures.	Respond to instructions	Noun: currant, chocolate, chip, strawberry, jam, candies gingerbread, man, woman, , pig, cow, horse, fox	Present tense and past tense	Opening: 1. Greeting 2. Saying a prayer 3. Checking attendance 4. Stating the learning objectives	<i>The Gingerbread Man</i> story <i>Whisper race</i> game <i>Competition</i> game	A picture series Flash cards

	<p>2. Students are able to repeat words and sentences accurately and fluently.</p> <p>3. Students are able to respond to instructions which are related to the story verbally.</p> <p>4. Students are able to identify specific event by matching the right picture based on the story.</p>		<p>Adjectives: old, melted, white</p> <p>Verbs: Present: eat, stop, catch, run, jump, take. Past: gave, put, added, drew made wanted, ate, took, jumped, ran, shouted, caught, passed, snorted, chased, mooed, neighed, reached, came, said, flipped, snapped.</p> <p>Places: cottage, yard, barn, corn field, bank, river.</p>		<p>Pre-listening Students pay attention when the vocabularies are introduced, then do the tasks. 1. Guess and stick pictures 2. <i>Whisper race game</i> 3. Listen and repeat after teachers</p> <p>While-listening Students do the tasks while listening to the story. 1. Listen and repeat 2. Pay attention and speak up 3. Listen and match</p> <p>Post-listening Students do the tasks after listening to the story. 1. <i>True false</i> task 2. <i>Competition</i> game</p> <p>Closing 1. Summarizing 2. Stating reflection 3. Giving further guidance 4. Saying a prayer</p>		
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	5. Students are able to understand the story by answering the true false task.						
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**DEVELOPING PICTURE SERIES FOR TEACHING LISTENING SKILLS THROUGH STORY TELLING TO THE FIFTH GRADE
STUDENTS OF SD IT INSAN CENDEKIA**

COURSE GRID OF USING THE LITTLE INDIAN BOY PICTURE SERIES

Class/ Semester : 5th/ 1st semester

Skills : Listening

Theme : My adventures

Core Competence : 1. Comprehend simple instructions and information related to daily activities by actions and a language

Basic Competence	Indicators	Learning Materials			Activities	Learning Resources	Teaching Aid
		Language Function	Vocabularies	Grammar			
1.2 Responding to simple instructions by doing actions 1.3 Understanding of simple stories by doing exercises	1. Students are able to guess vocabularies by looking at pictures. 2. Students are able to respond to instructions by doing actions.	Respond to instructions	Verbs: wake, get, get, say, walk, whistle, open, close, go, swish, swim, climb, look, peep, listen, creep, run, stumble, stagger Adjectives: green, twisty, dark, tall, wet, deep, steep.	Present tense	Opening: 1. Greeting 2. Saying a prayer 3. Checking attendance 4. Stating the learning objectives Pre-listening Students are introduced new vocabularies related to the story by doing tasks. Students pay attention when	<i>The Little Indian Boy</i> story <i>Robot</i> game	A picture series with a puppet

	<p>3. Students are able to match pictures with the correct words.</p> <p>4. Students are able to rearrange the jumble pictures into a good story.</p> <p>5. Students are able to describe their activities using several expressions and do the action.</p> <p>6. Students are able to identify specific events by ticking the right words.</p>		<p>Noun: bed, garden path, gate, road, wood, grass, mud, river, hill, cave.</p>		<p>the vocabularies are introduced, then do the tasks.</p> <ol style="list-style-type: none"> 1. Listen and discuss 2. Make a headband 3. <i>Robot</i> game 4. Match pictures with the right words <p>While-listening Students do the tasks while listening to the story.</p> <ol style="list-style-type: none"> 1. Listen, repeat, and act out 2. Listen and rearrange <p>Post-listening Students do the tasks after listening to the story.</p> <ol style="list-style-type: none"> 1. Draw and act out 2. Listen and tick <p>Closing</p> <ol style="list-style-type: none"> 1. Summarizing 2. Stating reflection 3. Giving further guidance 4. Saying a prayer 		
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APPENDIX C: LESSON PLAN

LESSON PLAN

Rencana Pelaksanaan Pembelajaran (RPP)

Institution : SD IT Insan Cendekia

Subject : English

Grade/ Semester : V/ I

Time allocation : 2 x 35 minutes (1 meeting)

Language focus : Listening Skill

Text type : Narrative Text

Theme : Food

Core Competence :

1. Comprehend simple instructions and information by actions and a language

Basic Competence :

1.1 Responding to simple instructions verbally

1.3 Understanding of simple stories by doing exercises

Indicators :

1. Students are able to guess specific nouns by looking at pictures.
2. Students are able to repeat words and sentences accurately and fluently.
3. Students are able to respond to instructions which are related to the story verbally.
4. Students are able to identify specific event by matching the right picture based on the story.
5. Students are able to understand the story by answering the true false task.

Learning Goals:

By the end of the lesson, students are expected to able to:

1. memorize new vocabularies.
2. respond to instructions verbally.

Learning Materials

1. Explanation:

The function of a Narrative text is to amuse or entertain the reader.

Parts of the narrative text :

- a. Title

- b. Orientation
- c. Complication
- d. Resolution

Language feature : Using simple present and simple past tense

Simple Present Tense	Simple Past Tense
S + V1 (s/ es) + C	S + V2

2. Tasks

Task 1

Stick the pictures to the right words.

(Tempelkan gambar pada kata-kata yang tepat.)

Task 2

Listen to your teacher's instructions. Let's play the game.

(Dengarkan instruksi dari gurumu. Mari kita bermain.)

Task 3

Listen to your teacher. Repeat after her/him.

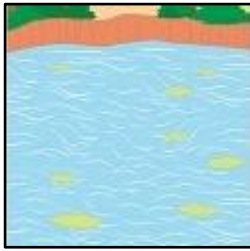
(Dengarkan gurumu. Ulangi perkataannya.)



COTTAGE - /'kɒt.ɪdʒ/



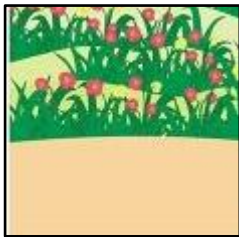
BARN - /bɑ:n/



RIVER - /'rɪv.ə/



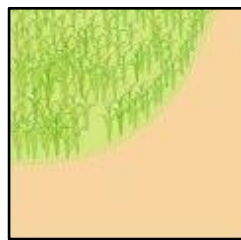
KITCHEN - /'kɪtʃ.ən/



FLOWER GARDEN - /'flaʊ.ə/ /'gɑː.dən/



RIVER BANK - /'rɪv.ə/ /bæŋk/



CORN FIELD - /kɔːn/ /fiːld/

Task 4

Listen to your teacher. Repeat after him or her.

(Dengarkan gurumu. Ulangi perkataannya.)

Task 5

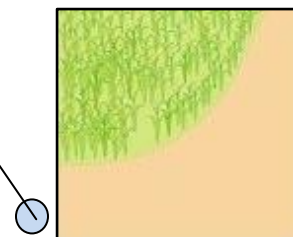
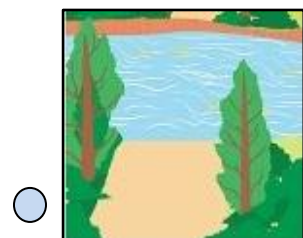
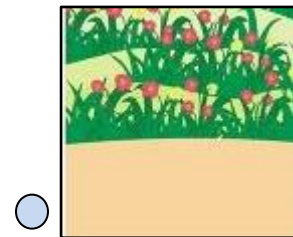
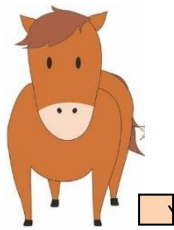
Listen to your teacher's instructions. Do the instructions correctly.

(Dengarkan instruksi dari gurumu. Lakukan dengan benar.)

Task 6

Listen to the story carefully. Match the characters with the places the Gingerbread Man met them by drawing lines.

(Dengarkan cerita baik-baik. Jodohkan gambar tokoh dengan tempat dimana Gingerbread Man bertemu dengan mereka menggunakan garis.)



Task 7

Put a ☺ if the statement is true. Put a ☹ if the statement is false.

(Berikan tanda ☺ jika pernyataan berikut benar. Berikan tanda ☹ jika pernyataan berikut salah.)

1.	The old man and old woman lived in a palace.	☹
2.	The Gingerbread Man's eyes were made of currant.	
3.	The buttons and clothes of the Gingerbread Man were made of candies and white chocolate.	
4.	The old woman put a chocolate chip for the Gingerbread Man's mouth.	
5.	The old woman put the Gingerbread Man in the oven.	
6.	The Gingerbread Man passed the pig in the corn field.	
7.	The Gingerbread man passed the cow in front of the barn.	
8.	The Gingerbread Man passed the horse in the river bank.	
9.	The Gingerbread Man could swim across the river by himself.	
10.	The fox ate the Gingerbread Man.	

Task 8

Work in a group of five. Listen to your teacher's instructions. Let's play the game.

(Bekerjalah dalam kelompok yang berjumlah lima orang. Dengarkan instruksi dari gurumu. Mari bermain.)

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities

1. Opening (5 minutes)

- a. Greeting
- b. Saying a prayer
- c. Checking attendance
- d. Stating the learning objectives
- e. Outlining the topic which are going to be discussed

2. Pre-listening (20 minutes)

- a. Students pay attention when the teacher introduces the characters and they are asked to stick the pictures of the characters on the right words (*task 1*).
- b. Students listen to the game rules explained by the teacher and memorize them.
- c. Students play *whisper race* game (*task 2*).
- d. Students repeat several words after the teacher and guess the meanings (*task 3*).

3. While-listening (20 minutes)

- a. Students listen carefully to the story told by the teacher.
- b. Students pay attention to the specific sentences repeated by the teacher and the gestures when the teacher mentions them, and repeat after the teacher (*task 4*).
- c. Students mention the sentences while the teacher is doing the gestures (*task 5*).
- d. Students are given the pictures of the story characters and the pictures of where the story takes places.
- e. Students match the characters with the places the Gingerbread Man met them by drawing lines (*task 6*).

4. Post-listening (20 minutes)

- a. Students are given statements based on the *Gingerbread Man* story.
- b. Students put a ☺ if the statement is true and put a ☹ if the statement is false (*task 7*).
- c. Students listen to the game rules explained by the teacher and memorize them.
- d. Students play *matching* game (*task 8*).

5. Closing (5 minutes)

- a. Summarizing what has been learned and asking them if they have questions related to what has been learned.
- b. Asking students whether they find the material difficulties or not, and if it is yes, what difficulties they found along the teaching and learning process.
- c. Asking students whether they enjoy the lesson or not.
- d. Giving advices to learn further from another sources.
- e. Saying a prayer.

Media

- 1. Flash Cards
- 2. Picture series

References and Sources

Some pictures taken from the internet

(www.google.com)

Assessments

1. Task 1, 2, 3, 4, 5, 8

Technique : Oral Test

Form : Whole class activity (*task 1, 2, 3, 4, 5*) and group activity (*task 8*).

Instruments :

Indicators	Instruments	Score Rubric
Students are able to guess specific nouns by looking at pictures.	Task 2: Listen to your teacher's instructions. Let's play the game.	5: Very Good 4: Good 3: Adequate 2: Less 1: Worse
Students are able to repeat words and sentences accurately and fluently.	Task 3: Listen to your teacher. Repeat after her/him. Task 4: Listen to your teacher. Repeat after him or her.	
Students are able to respond to instructions which are related to the story verbally.	Task 5: Listen to your teacher's instruction. Do the instruction correctly. Task 8: Work in a group of five. Listen to your teacher's instruction. Let's play the game.	
Total Score:		

2. Task 1, 6, 7

Technique : Written Test

Form : Individual activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to guess specific nouns by looking at pictures.	Task 1: Stick the pictures to the right words.	$\frac{\text{Right answer}}{\text{Questions}} \times 10$
Students are able to identify specific event by matching the right picture based on the story.	Task 6: Listen to story carefully. Match the characters with the places the Gingerbread Man met them by drawing lines.	
Students are able to understand the story by answering the true false task.	Task 7: Put ☺ if the statement is true. Put ☹ if the statement is false.	
Total Score:		

Boyolali, Desember 2014
Mahasiswa,

Padmaningtyas Wulansari
NIM. 10202244036

LESSON PLAN

Rencana Pelaksanaan Pembelajaran (RPP)

Subject	: English
Grade/ Semester	: V/ I
Time allocation	: 2 x 35 minutes (1 meeting)
Language focus	: Listening Skill
Text type	: Narrative Text
Theme	: My adventures

Core Competence :

1. Comprehend simple instructions and information by actions and a language

Basic Competence :

- 1.2 Responding to simple instructions by doing actions

- 1.3 Understanding of simple stories by doing exercises

Indicators

1. Students are able to guess vocabularies by looking at pictures.
2. Students are able to respond to instructions by doing actions.
3. Students are able to match pictures with the correct words.
4. Students are able to rearrange the jumble pictures into a good story.
5. Students are able to describe their activities using several expressions and do the action.
6. Students are able to identify specific events by ticking the right words.

Learning Objectives

By the end of the lesson, the students are expected to be able to :

1. memorize new vocabularies.
2. respond to instructions by doing actions.

Learning Materials

1. Explanation:

The function of a Narrative text is to amuse or entertain the reader.

Parts of the narrative text :

- a. Title
- b. Orientation
- c. Complication
- d. Resolution

Language feature : Using simple present tense

Simple Present Tense
S + V1 (s/ es) + C

2. Tasks

Task 1

Listen to your teacher. Give opinions about what she/he is talking about.

(Dengarkan gurumu. Berikan pendapatmu tentang apa yang dia bicarakan.)

Task 2

Make a headband using the strips on the appendix. Cut and stick each side of the strips.

(Buat sebuah headband dengan menggunakan strip di lampiran. Potong dan tempelkan tiap sisi dari strip tersebut.)

Task 3







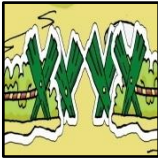














Let's play the game. Listen to your teacher's instructions.

(Mari bermain. Dengarkan instruksi dari gurumu.)

Task 4

Match the pictures with the correct words by drawing lines. Number 1 is done for you.

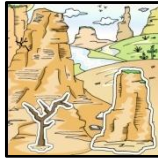
(Jodohkan gambar dengan kata yang tepat dengan menarik garis. Nomor 1 telah dikerjakan untukmu.)

1.			 bed
2.			 dark cave
3.			 dark wood
4.			 wet mud
5.			 garden path
6.			 twisty road
7.			 deep river

8.


☐ green gate

9.


☐ tall grass

10.


☐ steep hill

Task 5

Listen to your teacher. Repeat after her/ him. Do the instructions correctly.

(Dengarkan gurumu. Ulangi setelah beliau. Kerjakan perintah dengan benar.)

Task 6

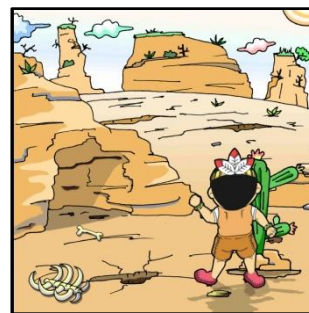
While you are listening, rearrange the pictures below to make a good story.

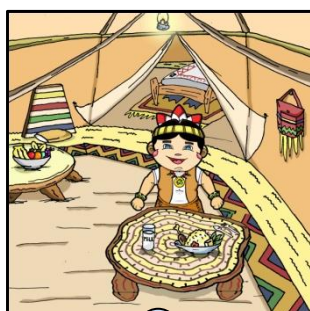
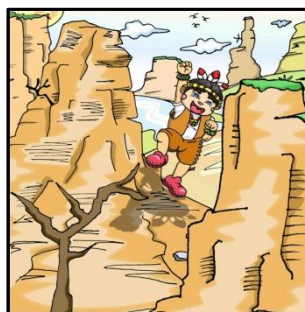
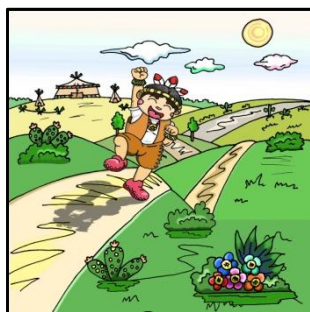
Number one is done for you.

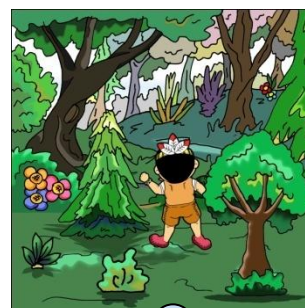
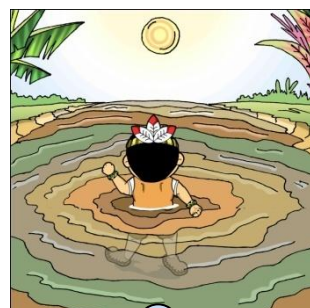
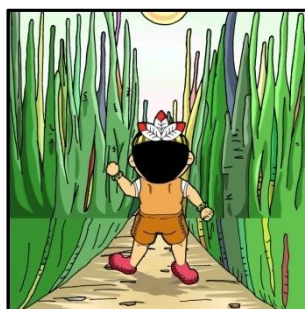
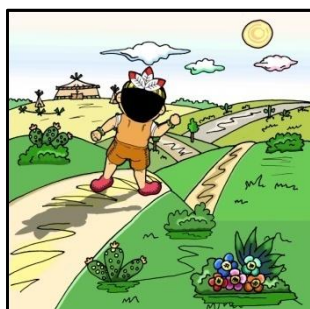
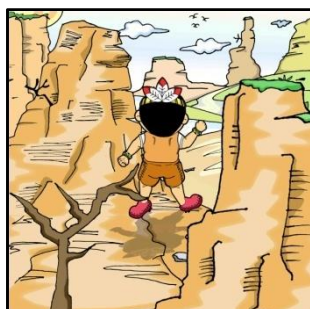
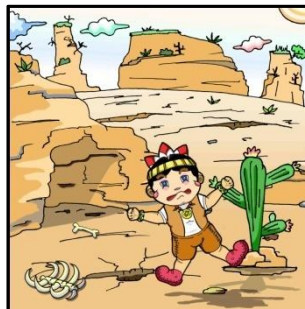
(Saat kau mendengar, urutkan gambar di bawah ini untuk membuat cerita yang bagus. Nomor satu telah dikerjakan untukmu.)

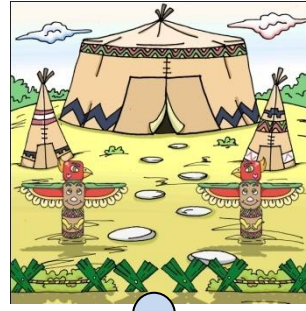
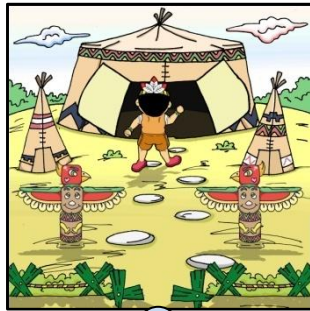


1









Task 7

Imagine that you are the Little Indian boy. Make a map of your adventure by drawing the places you want to visit based on the story.

(Bayangkan bahwa kau adalah si Little Indian Boy. Buatlah sebuah peta dari petualanganmu dengan meggambar tempat yang ingin kau kunjungi berdasarkan cerita.)

TASK 8

Work in pairs.

One of you tells about your adventures, and the other listens to the story. For the speaker, do not forget to do the movement.

For the listener, put a tick (✓) in the places which are visited by your friend.

Do it in turns.

(Bekerjalah secara berpasangan. Salah satu diantara kalian bercerita dan yang lain mendengarkan. Bagi yang bercerita, jangan lupa untuk melakukan gerakan. Bagi yang mendengarkan, beri tanda silang di tempat yang dikunjungi temanmu. Lakukan secara bergantian.)

_____’s Adventures	
bed room	
dining room	
garden path	
green gate	
twisty road	
dark wood	
tall grass	
wet mud	
deep river	
steep hill	
dark cave	

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities

1. Opening (5 minutes)

- a. Greeting
- b. Saying a prayer
- c. Checking attendance
- d. Stating the learning objectives
- e. Outlining the topic which are going to be discussed

2. Pre-listening (20 minutes)

- a. Students pay attention while the teacher introduces the characters of the story and give opinions about the characters (*task 1*).
- b. Students make a headband by cutting and sticking the strips on the appendices (*task 2*).

- c. Students memorize the rules given by the teacher.
- d. Students do some actions based on the words said by the teachers (*task 3*).
- e. Students draw a line to connect a picture with the right word (*task 4*).

3. While-listening (20 minutes)

- a. Students pay attention and listen carefully while the teacher telling the story.
- b. Students memorize the words' sounds which are repeated by the teacher twice or three times.
- c. Students repeated some words after the teacher (*task 5*).
- d. Students memorize the specific words given by the teacher.
- e. Students do some actions when they listen to the specific words (*task 5*).
- f. Students are given some pictures related to the story.
- g. Students try to arrange the pictures and make a good story by putting numbers in the boxes (*task 6*).

4. Post-listening (20 minutes)

- a. Students make a map by drawing places they want to visit on the appendices (*task 7*).
- b. Students tell a story about their adventures by using some expressions on the Little Indian Boy story and do the actions (*task 8*).
- c. Students put a tick (✓) in the places which are visited by their friend (*task 8*).

5. Closing (5 minutes)

- a. Summarizing what has been learned and asking them if they have questions related to what has been learned.

- b. Asking students whether they find the material difficulties or not, and if it is yes, what difficulties they found along the teaching and learning process.
- c. Asking students whether they enjoy the lesson or not.
- d. Giving advices to learn further from another sources.
- e. Saying a prayer.

Media

Picture Series

References and Sources

A story taken from (www.google.co.id)

Assessments

1. Task 1, 2, 3, 5, 8

Technique : Oral Test

Form : Whole class activity (*Task 1, 2, 5*) and individual activity (*Task 3 & 8*).

Instruments :

Indicators	Instruments	Score Rubric
Students are able to guess specific things by looking at pictures	Task 1: Listen to your teacher. Give opinions about what she/he is talking about.	5: Very Good 4: Good 3: Adequate 2: Less 1: Worse
Students are able to respond instructions by doing actions	Task 2: Make a headband using the strips on the appendix. Cut and stick each side of the strips. Task 3: Let's play the game. Listen to your teacher's instructions.	

	Task 5: Listen to your teacher. Repeat after her/ him. Do the instructions correctly.	
Students are able to describe their activities using several expressions and do the action	Task 8: Tell about your adventures while the other listens to the story. Do the movement when you are telling your adventure.	
Total Score:		

2. Task 4, 6, 7, 8

Technique : Written Test

Form : Individual activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to match pictures with the correct words	Task 4: Match the picture with the correct word by drawing a line.	$\frac{\text{Right answer}}{\text{Questions}} \times 10$
Students are able to rearrange the jumble pictures into a good story	Task 6: Rearrange the pictures below to make a good story	
Students are able to identify specific places	Task 7: Make a map of your adventure by drawing the places you want to visit based on the Little Indian Boy story	

	Task 8: Put a tick (v) in the places which are visited by your friend.	
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Boyolali, Desember 2014
Mahasiswa,

Padmaningtyas Wulansari
NIM. 10202244036

APPENDIX D:

RESEARCH INSTRUMENTS

1. Students' Needs Analysis Questionnaire

Angket Analisis Kebutuhan Siswa

SD IT Insan Cendekia

Nama :
 Umur :
 Jenis Kelamin :
 Pekerjaan Ortu :

Adik-adik,

Mohon bantuannya ya untuk mengisi angket ini. Pilihlah jawaban yang paling tepat menurut kalian dengan memberi tanda senyum (☺) pada kolom yang disediakan ya. Kalau ada hal yang tidak kalian mengerti, silahkan tanya pada Kakak.

Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Aku menyukai pelajaran bahasa Inggris.				
2. Aku selalu menunggu-nunggu jam pelajaran bahasa Inggris.				
3. Belajar bahasa Inggris itu menyenangkan.				
4. Aku senang mendengarkan orang yang berbicara menggunakan bahasa Inggris.				
5. Aku senang menirukan ucapan berbahasa Inggris.				
6. Aku senang jika bisa bercakap-cakap menggunakan bahasa Inggris.				
7. Aku bisa mengerti maksud orang saat berbicara menggunakan bahasa Inggris.				
8. Aku bisa mengucapkan kalimat bahasa Inggris.				
9. Aku belajar bahasa Inggris				

karena aku suka dan ingin bisa.				
10. Aku belajar bahasa Inggris karena itu pelajaran yang harus dipelajari.				
11. Di kelas aku belajar menggunakan gambar yang menarik.				
12. Di kelas aku belajar dengan mendengarkan lagu atau cerita.				
13. Di kelas aku bermain permainan yang menggunakan bahasa Inggris.				
14. Aku ingin belajar tentang keluargaku.				
15. Aku ingin belajar tentang kegiatanku sehari-hari.				
16. Aku ingin belajar tentang pakaian yang aku pakai.				
17. Aku ingin belajar tentang makanan yang aku makan sehari-hari.				
18. Aku ingin belajar tentang anggota tubuh.				
19. Aku senang melihat gambar dengan tulisan bahasa Inggris.				
20. Aku senang mendengarkan cerita berbahasa Inggris sambil melihat gambar.				
21. Aku senang guru membacakanku kata-kata dalam bahasa Inggris.				
22. Aku senang diajarkan lagu dalam bahasa Inggris.				
23. Aku senang belajar bahasa Inggris sambil bermain.				
24. Aku senang belajar bahasa Inggris dengan menggunakan gerakan.				
25. Aku senang belajar dengan menggunakan alat yang menarik.				

26. Aku senang belajar dengan menggunakan gambar.				
27. Aku senang belajar dengan mendengarkan rekaman suara.				
28. Aku menyukai cerita tentang hewan.				
29. Aku menyukai cerita tentang petualangan.				
30. Aku menyukai cerita tentang legenda.				

TERIMAKASIH YA



2. English Teachers' Evaluation Questionnaire

Instrument for Media Assessment for English Teacher

Nama :

Pekerjaan :

Institusi :

Berilah tanda centang pada kolom yang menunjukkan penilaian anda pada produk yang dikembangkan oleh peneliti. Selamat mengisi lembar penelitian. Terimakasih.

1. Aspek Media

Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Gambar yang digunakan menarik.				
2. Komposisi warna gambar sesuai.				
3. Kualitas gambar baik.				
4. Gambar yang digunakan sesuai dengan karakter siswa.				
5. Gambar yang digunakan sesuai dengan alur cerita.				
6. Gambar yang digunakan membantu siswa dalam memahami cerita.				
7. Gambar yang digunakan memotivasi siswa untuk mendengarkan cerita				
8. Media mudah digunakan.				
9. Ukuran media sesuai dengan kebutuhan siswa.				
10. Media sesuai untuk kelas besar maupun kecil.				

2. Aspek Materi

Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
11. Materi yang diajarkan sesuai dengan standar kompetensi.				
12. Materi yang diajarkan sesuai dengan kompetensi inti.				

13. Materi yang diajarkan menggunakan teks otentik.				
14. Materi yang diajarkan jelas.				
15. Materi yang diajarkan sesuai dengan kebutuhan siswa.				
16. Instruksi yang diberikan jelas.				
17. Aktivitas pembelajaran bervariasi.				
18. Pengorganisasian tugas sudah sesuai dari mudah ke sulit.				
19. Aktivitas pembelajaran melibatkan siswa secara aktif.				
20. Materi dan tugas yang diberikan sesuai.				

3. Aspek Buku Panduan Guru

Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
21. <i>Teacher's guide</i> mudah dipahami.				
22. <i>Teacher's guide</i> mencantumkan langkah-langkah penggunaan media dengan jelas.				
23. <i>Teacher's guide</i> mencantumkan prosedur kegiatan belajar mengajar dengan jelas.				
24. Bahasa yang digunakan dalam <i>Teacher's guide</i> sesuai untuk guru yang bukan <i>native English</i> .				
25. <i>Teacher's guide</i> mencantumkan kunci jawaban.				

Komentar dan saran untuk revisi.

Unit	Target Revisi	Komentar	Saran

Kesimpulan:

Pilih salah satu dari tiga pernyataan di bawah ini.

1. Media ini layak untuk digunakan tanpa revisi.
2. Media ini layak untuk digunakan dengan revisi berdasarkan saran yang diberikan.
3. Media ini belum layak untuk digunakan.

3. Students' Evaluation Questionnaire

Angket Penilaian Media Untuk Siswa

Nama :
Umur :
Jenis Kelamin :

Adik-adik, kakak mohon bantuan kalian untuk memberikan pendapat kalian tentang *picture series* yang digunakan dalam kegiatan pembelajaran. Berilah tanda senyum (☺) pada kolom yang paling tepat menurut kalian. Terimakasih.

Pernyataan	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
1. Gambar yang digunakan bagus.				
2. Gambar yang digunakan menarik.				
3. Gambar yang digunakan menggambarkan jalan cerita dengan jelas.				
4. Gambar yang digunakan membantuku untuk memahami cerita.				
5. Gambar yang digunakan membuatku tertarik untuk mendengarkan cerita.				
6. Gambarnya yang digunakan membuatku bersemangat untuk mendengarkan cerita.				
7. <i>Picture series</i> nya dapat terlihat dengan jelas.				
8. Cerita yang diajarkan mudah dipahami.				
9. Cerita yang diajarkan membantuku untuk mempelajari bahasa Inggris				
10. Kata-kata dalam cerita mudah diingat.				
11. Belajar dengan mendengarkan cerita menyenangkan.				
12. Cerita yang diajarkan menarik.				
13. Tugas yang diberikan mudah dikerjakan.				
14. Tugas yang diberikan menyenangkan.				
15. Perintah dalam buku tugas jelas.				

4. English Teacher's Need Analysis Interview

- a. Apakah siswa antusias dalam belajar bahasa Inggris, Bu?
- b. Memangnya bagaimana respon mereka terhadap kegiatan pembelajaran yang Ibu terapkan selama ini?
- c. Apakah Ibu mengajar empat skills bahasa Inggris secara rata?
- d. Apakah Ibu mengajar listening skill dengan menggunakan lagu, permainan, atau cerita?
- e. Apa saja sumber belajar siswa di kelas?
- f. Apakah Ibu memakai alat bantu saat mengajar?
- g. Apakah siswa suka kalo Ibu memakai media pembelajaran?
- h. Kegiatan pembelajaran seperti apa yang disukai siswa?
- i. Materi apa yang harus diajarkan pada siswa khususnya listening skills?
- j. Apa yang Ibu butuhkan untuk membantu Ibu dalam mengajar?

5. Students' Evaluation Interview Guide

- a. Gimana kegiatan belajarnya, apa kamu suka?
- b. Tugas yang diberikan susah gak?
- c. Menurut kamu, belajar pakai *picture series* menyenangkan tidak? Kalau menyenangkan, tolong jelaskan alasannya ya.
- d. Kamu suka gak ada dua *picture series* yang beda bentuknya?
- e. Apakah *picture series* membantu kamu untuk memahami materi yang diajarkan?
- f. Menurut kamu, apa yang sebaiknya diperbaiki dari *picture series*nya?

6. English Teacher's Evaluation Interview Guide

- a. Bagaimana pendapat Ibu tentang *picture series* yang dikembangkan?
- b. Apakah *picture series* dapat membuat proses pembelajaran berjalan efektif?
- c. Apakah materi yang dikembangkan sesuai untuk diajarkan siswa kelas V?
- d. Apa saja yang perlu diperbaiki dari *picture series* maupun aktivitas yang dikembangkan?

7. Class Observation Guide

Teacher's name : Farida Bellami, S.Pd. Date : November 10 th 2014 School : SD IT Insan Cendekia Time : 9.15-10.25 Class : V		
No	Aspects	Descriptions
A	Learning Resources	
	1. Curriculum	Curriculum 2013
	2. Syllabus	Available
	3. Lesson Plan	Available
B	Teaching and Learning Process	
	1. Opening	The teacher greeted the students and asked them to say a prayer.
	2. Explaining the materials	She explained the material on the course book and sometimes wrote down the material on the white board.
	3. Teaching method	Thematic
	4. Classroom language	English, Bahasa Indonesia, Javanese
	5. Time management	She spent the time to explain the material and to ask the students do some tasks.
	6. Gesture or body language	She used her hands while explaining something.
	7. Giving motivation	-
	8. Asking for students' understanding	She asked the students, "sudah jelas?" or "do you understand?"
	9. Managing the class	She could manage the hyperactive students well.
	10. Using the media	-
	11. Assessment technique	She assessed the students' understanding through some tasks.
	12. Closing	She asked the students to say a prayer, then said goodbye.
C	Students' behaviour	
	1. Students' behaviour in the class	Most of the boys were very active. Meanwhile, the girls were shy.
	2. Students' behaviour out of the class	They greeted the teachers who passed by and smiled at them.

APPENDIX E:

FIELD NOTES

1. Class Observation

Tuesday, November 11th 2014

The teacher began the class by saying greeting and saying a prayer. She introduced the material by giving some statements and asking some questions related to the material. The students answered the questions. Then, she asked the students to open their course book. Today's material was a very simple descriptive text.

The teacher read aloud some sentences on the course book. She wrote down several important words on the white board, and then asked the students about the meaning of those words. There were only four students who could answer the meaning of the words correctly. Meanwhile, some of them only smiled when they were asked by the students. After the students knew the meaning of the text, the teacher read aloud the text and the students repeated after her.

The next activity was doing tasks on the course book. The students answered questions related to the text. Some of the students asked her difficult words, and she translated them into bahasa Indonesia. However, most of the boys were very noisy. They liked to move around the class. She told them to calm down and asked them to sit down on their own desk.

When the students finished their tasks, the teacher discussed the correct answers with the whole class. Before the bell rang, she led the students to say a prayer, and then said goodbye.

2. Meeting 1

Day/date : Monday, 15th December 2014

Setting : Classroom (V)

Time : 07.30-8.40

Theme : Food

- ✓ There was one student who did not attend the class because she was sick.
- ✓ The students kept asking what it was brought by the researcher when she entered the class.
- ✓ Some of the students asked what materials they were going to learn today. When the researcher said that they are going to listen to a story, some of the students yelled “*Asik, ngrungoke cerita*. (Hurray, we are going to listen to a story.) ”
- ✓ The students were able to do *guess and stick* task, to play *whisper race* game, and *listen and repeat activity* well.
- ✓ While listening to the story, some of the students’ sight was blocked by their friends who sat in front of them. Then, they sat on the floor.
- ✓ The students did *matching tasks* when the researcher told the story for the second time.
- ✓ *True false* task could be done by the students well. They asked difficult some words.
- ✓ While playing *competition game*, there were two students who fought over whose team will won. They yelled at each other. They were calmed down by the researcher and the teacher.
- ✓ After they calmed down, the students played game again.
- ✓ The class ended by summarizing the lesson, reflecting the material, and giving further guidance. One of the students said to the teacher, “Bu, besok pelajaran kayak gini lagi aja. Wektune dadi cepet.”

3. Meeting 2

Day/date : Tuesday, 16th December 2014

Setting : Classroom (V)

Time : 07.30-8.40

Theme : My adventure

- ✓ All the students attended the class.
- ✓ The students said, “Eh, bukune beda meneh,” when they saw *The Little Indian Boy picture series*.
- ✓ The discussion stage ran well. Several students gave their opinions about *The Little Indian Boy*.
- ✓ In making Indian headband, the students had difficulty in cutting the leathers.
- ✓ The *robot game* stage was done well. The robots followed the instructions. However, some of the students were shy to follow the instructions.
- ✓ While telling the story, the puppet’s face could not stick perfectly. A student said, “*Eh kui Indiane kaya dewa Wisnu.*”
- ✓ The students could do the *arranging* task well because they listen to the story calmly.
- ✓ In the last task, some of the students had difficulty in presenting their map. They asked the researcher some English action verbs because they forgot.
- ✓ While reflecting today’s lesson, the students said that they were happy because the activities were fun. When they were asked what activity they like the most, many of them said, “aku paling suka gambar peta, Miss.”

APPENDIX F:

INTERVIEW TRANSCRIPT

1. English Teacher's Needs Analysis Transcript

- Researcher : Apakah siswa antusias dalam belajar bahasa Inggris, Bu?
- Teacher : Tergantung kegiatan pembelajaran seperti apa, mbak.
- Researcher : Memangnya bagaimana respon mereka terhadap kegiatan pembelajaran yang Ibu terapkan selama ini?
- Teacher : Respon mereka baik kalau kegiatan itu menyenangkan bagi mereka, Mbak. Kalo gak suka, ya jadinya ada yang ramai sendiri, ada yang ngantuk
- Researcher : Apakah Ibu mengajar empat *skills* bahasa Inggris secara rata?
- Teacher : Enggak, Mbak. Saya seringnya ngajar mereka *reading* sama *writing*. Soalnya materi yang ada dibuku banyaknya mengajarkan itu. Tapi kadang saya juga ngajar mereka *listening* dan *speaking*.
- Researcher : Apakah Ibu mengajar *listening skill* dengan menggunakan lagu, permainan, atau cerita?
- Teacher : Kalau ngajar pakai cerita ya cuma untuk selingan saja, gak ada *follow-up activity*. Kalau main game, saya belum pernah nyoba. Nyanyi banyak muridnya gak suka.
- Researcher : Apa saja sumber belajar siswa di kelas?
- Teacher : Saya cuma pakai buku paket, Mbak. Kadang saya pakai sumber dari internet.
- Researcher : Apakah Ibu memakai alat bantu saat mengajar? Kalau iya, apa?
- Teacher : Pakai, tapi jarang Mbak. Biasanya saya pakai gambar yang ada di buku.
- Researcher : Apakah siswa suka kalo Ibu memakai media pembelajaran?
- Teacher : Suka, jadi lebih antusias memperhatikan pelajaran.
- Researcher : Kegiatan pembelajaran seperti apa yang disukai siswa?
- Teacher : Kegiatan yang menyenangkan bagi mereka.
- Researcher : Materi apa yang harus diajarkan pada siswa khususnya *listening skill*?

- Teacher : Kalau mengacu pada kurikulum, instructions Mbak, bisa merespon instructions ataupun melakukannya.
- Researcher : Apa yang Ibu butuhkan untuk membantu Ibu dalam mengajar?
- Teacher : Media pembelajaran yang mudah digunakan, Mbak. Biar lebih mudah menyampaikan materi dan siswa lebih memperhatikan pelajaran.

2. Student's Evaluation Transcript I

- Researcher : Selamat pagi. Tolong perkenalkan nama, jenis kelamin, dan umur kamu.
- Student : Pagi. Namaku Lailly Yuli Pawestri, perempuan, umur 11 tahun.
- Researcher : Gimana kegiatan belajarnya, apa kamu suka?
- Student : Suka banget, Miss. Asik.
- Researcher : Tugas yang diberikan susah gak?
- Student : Ada yang susah, ada yang mudah.
- Researcher : Yang susah yang mana, Dek?
- Student : Yang presentasi map, Miss.
- Researcher : Menurut kamu, belajar pakai *picture series* menyenangkan tidak? Kalau menyenangkan, tolong jelaskan alasannya ya.
- Student : Senang, soalnya aku suka belajar pakai gambar.
- Researcher : Kamu suka gak ada dua *picture series* yang beda bentuknya?
- Student : Suka. Gak ngebosenin.
- Researcher : Apakah *picture series* membantu kamu untuk memahami materi yang diajarkan?
- Student : Iya.
- Researcher : Menurut kamu, apa yang sebaiknya diperbaiki dari *picture seriesnya*?
- Student : Itu, Miss. Yang nempelin gambar. Tulisannya silau gak kelihatan.

3. Student's Evaluation Transcript II

- Researcher : Selamat pagi. Tolong perkenalkan nama, jenis kelamin, dan umur kamu.
- Student : Pagi, Miss. Namaku Hanif Ar-Rif'an, jenis kelamin laki-laki, umur 11 tahun.
- Researcher : Gimana kegiatan belajarnya, apa kamu suka?
- Student : Suka, Miss.
- Researcher : Tugas yang diberikan susah gak?
- Student : Ah gampaaang. Haha.
- Researcher : Menurut kamu, belajar pakai *picture series* menyenangkan tidak? Kalau menyenangkan, tolong jelaskan alasannya ya.
- Student : Pastinya senang. Bikin gak ngantuk.
- Researcher : Kamu suka gak ada dua *picture series* yang beda bentuknya?
- Student : Suka to, Miss. Wong beda bentuknya, variasi. Haha.
- Researcher : Apakah *picture series* membantu kamu untuk memahami materi yang diajarkan?
- Student : Membantu dong.
- Researcher : Menurut kamu, apa yang sebaiknya diperbaiki dari *picture seriesnya*?
- Student : Gak ada, Miss.

4. Teacher's Evaluation Transcript

- Researcher : Bagaimana pendapat Ibu tentang *picture series* yang dikembangkan?
- Teacher : Wah, bagus sekali Mbak. Baru kali siswanya antusias memperhatikan pelajaran.
- Researcher : Apakah *picture series* dapat membuat proses pembelajaran berjalan efektif?
- Teacher : Iya. Siswa sepertinya lebih mudah memahami materi yang diajarkan.
- Researcher : Apakah materi yang dikembangkan sesuai untuk diajarkan siswa kelas V, Bu?
- Teacher : Sebenarnya materinya lebih sesuai untuk diterapkan di sekolah yang siswanya memiliki kemampuan bahasa Inggris yang bagus. Banyak *vocabulary* baru yang asing untuk siswa di sini.
- Researcher : Apa saja yang perlu diperbaiki dari *picture series* maupun aktivitas yang dikembangkan?
- Teacher : Besok lagi kalau mengajar, lebih baik menata kelasnya membentuk tapal kuda.

APPENDIX G:
THE RESULT OF THE
QUESTIONNAIRES

1. The Result of Students' Needs Analysis Questionnaire

The Purpose	The Statement	Results			
		SA	A	D	SD
To find out students' attitude towards English	1. The students like to learn English.	87.5%	4.2%	8.3%	0%
	2. The students always wait for English class.	83.3%	4.2%	12.5%	0%
	3. The students think that learning English is fun.	87.5%	0%	12.5%	0%
	4. The students like listening to people who talk in English.	8.3%	29.2%	62.5%	0%
	5. The students like to imitate English words which uttered by other people.	4.2%	37.5%	58.3%	0%
	6. The students are happy if they can speak in English.	87.5%	12.5%	0%	0%
To find out the students' background	7. The students are able to understand people who speak in English.	0%	25%	75%	0%
	8. The students are able to speak in English.	0%	20.8%	79.2%	0%
To find out why the students learn English	9. The students learn English because they want to.	79.2%	8.3%	12.5%	0%
	10. The students learn English because they have to.	37.5%	4.2%	58.3%	0%
To find out about English listening class	11. The students learn using interesting pictures in English class.	0%	0%	83.3%	16.7%
	12. The students often learn English through stories in the class.	0%	20.8%	79.2%	0%
	13. The students learn English through games in the class.	0%	0%	75%	25%

The Purpose	The Statement	Results			
		SA	A	D	SD
To find out the students' needs	14. The students want to learn about family.	16.7%	33.3%	50%	0%
	15. The students want to learn about daily activities.	83.3%	12.5%	4.2%	0%
	16. The students want to learn about clothes.	25%	20.8%	54.2%	0%
	17. The students want to learn about food.	79.2%	20.8%	0%	0%
	18. The students want to learn about parts of the body.	4.2%	12.5%	75%	8.3%
	19. The students like to read English words with pictures.	0%	12.5%	87.5%	0%
	20. The students like to listen to stories by looking at pictures.	91.7%	8.3%	0%	0%
	21. The students like to be drilled English words.	0%	20.8%	79.2%	0%
	22. The students like to learn English through songs.	0%	8.3%	16.7%	75%
	23. The students like to learn English through games.	95.8%	4.2%	0%	0%
	24. The students like to learn English through movements.	91.7%	8.3%	0%	0%
	25. The students like to learn English using interesting aids.	95.8%	4.2%	0%	0%
	26. The students like to learn English using pictures.	95.8%	4.2%	0%	0%
	27. The students like to learn English using tape recorders.	0%	8.3%	91.7%	0%

The Purpose	The Statement	Results			
		SA	A	D	SD
To find out students' interest of stories	28. The students like fables.	4.2%	16.7%	79.2%	0%
	29. The students like adventure stories.	91.7%	8.3%	0%	0%
	30. The students like folklore.	4.2%	12.5%	83.3%	0%

2. The Result of English Teachers' Evaluation Questionnaires

a. The Media Aspect

The Aspect	Statements	Results			
		SA	A	D	SD
Media	1. Gambar yang digunakan menarik.	60%	40%	0%	0%
	2. Komposisi warna gambar sesuai.	50%	50%	0%	0%
	3. Kualitas gambar baik.	90%	10%	0%	0%
	4. Gambar yang digunakan sesuai dengan karakter siswa.	80%	20%	0%	0%
	5. Gambar yang digunakan sesuai dengan alur cerita.	70%	30%	0%	0%
	6. Gambar yang digunakan membantu siswa dalam memahami cerita.	60%	40%	0%	0%
	7. Gambar yang digunakan memotivasi siswa untuk mendengarkan cerita	80%	20%	0%	0%
	8. Media mudah digunakan.	40%	60%	0%	0%
	9. Ukuran media sesuai dengan kebutuhan siswa.	30%	70%	0%	0%
	10. Media sesuai untuk kelas besar maupun kecil.	30%	70%	0%	0%

b. The Material Aspect

The Aspect	Statements	Results			
		SA	A	D	SD
Material	11. Materi yang diajarkan sesuai dengan standar kompetensi.	60%	40%	0%	0%
	12. Materi yang diajarkan sesuai dengan kompetensi inti.	70%	30%	0%	0%
	13. Materi yang diajarkan menggunakan teks otentik.	50%	50%	0%	0%
	14. Materi yang diajarkan jelas.	60%	40%	0%	0%
	15. Materi yang diajarkan sesuai dengan kebutuhan siswa.	70%	30%	0%	0%
	16. Instruksi yang diberikan jelas.	60%	40%	0%	0%
	17. Aktivitas pembelajaran bervariasi.	70%	30%	0%	0%

The Aspect	Statements	Results			
		SA	A	D	SD
Material	18. Pengorganisasian tugas sudah sesuai dari mudah ke sulit.	60%	40%	0%	0%
	19. Aktivitas pembelajaran melibatkan siswa secara aktif.	70%	30%	0%	0%
	20. Materi dan tugas yang diberikan sesuai.	90%	10%	0%	0%

c. Teacher's Guide

The Aspect	Statements	Results			
		SA	A	D	SD
Teacher's Guide	21. <i>Teacher's guide</i> mudah dipahami.	70%	30%	0%	0%
	22. <i>Teacher's guide</i> mencantumkan langkah-langkah penggunaan media dengan jelas.	30%	70%	0%	0%
	23. <i>Teacher's guide</i> mencantumkan prosedur kegiatan belajar mengajar dengan jelas.	30%	70%	0%	0%
	24. Bahasa yang digunakan dalam <i>Teacher's guide</i> sesuai untuk guru yang bukan <i>native English</i> .	80%	20%	0%	0%
	25. <i>Teacher's guide</i> mencantumkan kunci jawaban.	90%	10%	0%	0%

3. The Result of Students' Evaluation Questionnaires

The Aspect	Statements	Results			
		SA	A	D	SD
Media	1. Gambar yang digunakan bagus.	71%	29%	0%	0%
	2. Gambar yang digunakan menarik.	54%	46%	0%	0%
	3. Gambar yang digunakan menggambarkan jalan cerita dengan jelas.	71%	29%	0%	0%
	4. Gambar yang digunakan membantuku untuk memahami cerita.	54%	46%	0%	0%
	5. Gambar yang digunakan membuatku tertarik untuk mendengarkan cerita.	54%	46%	0%	0%
	6. Gambarnya yang digunakan membuatku bersemangat untuk mendengarkan cerita.	58%	42%	0%	0%
	7. <i>Picture series</i> nya dapat terlihat dengan jelas.	67%	29%	4%	0%
Material	8. Cerita yang diajarkan mudah dipahami.	50%	50%	0%	0%
	9. Cerita yang diajarkan membantuku untuk mempelajari bahasa Inggris	83%	17%	0%	0%
	10. Kata-kata dalam cerita mudah diingat.	79%	21%	0%	0%
	11. Belajar dengan mendengarkan cerita menyenangkan.	71%	29%	0%	0%
	12. Cerita yang diajarkan menarik.	75%	25%	0%	0%
	13. Tugas yang diberikan mudah dikerjakan.	50%	50%	0%	0%
	14. Tugas yang diberikan menyenangkan.	46%	54%	0%	0%
	15. Perintah dalam buku tugas jelas.	62.5%	37.5%	0%	0%

APPENDIX H:
TEACHER’S GUIDE BOOK

Picture Series – Students' Workbook



Padmaningtyas Wulansari

10202244036

Yogyakarta State University



GETTING STARTED

INTRODUCTION

Mempelajari bahasa *Inggris* berarti mempelajari keempat *skills*, namun di sekolah dasar *listening skill* masih sangat jarang diajarkan kepada siswa. Para guru pada umumnya mengalami kesulitan dalam mencari media yang sesuai untuk mengajar siswa sekolah dasar. Media yang dibutuhkan oleh guru adalah media yang bisa menarik perhatian siswa, menciptakan suasana belajar yang menyenangkan, membantu siswa untuk memahami pelajaran, dan mudah digunakan.

Untuk mengatasi kendala tersebut, *Picture Series* ini dibuat. Produk ini diharapkan bisa membuat kegiatan *listening* menjadi lebih efektif dan menyenangkan. Tidak hanya membantu siswa dalam memahami materi pembelajaran namun juga membantu guru untuk menyampaikan materi.

Teacher's Guide Book ini merupakan buku pegangan guru yang menjelaskan cara menggunakan *picture series*, kegiatan sebelum, saat, dan setelah mengajar, soal latihan siswa, serta kunci jawaban. Dengan adanya buku ini, diharapkan guru tidak mengalami kesulitan dalam mengoperasikan *picture series* dan melaksanakan kegiatan pembelajaran.

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UNIT

1

The Gingerbread Man





COURSE GRID AND LESSON PLAN

Dalam mengembangkan produk ini, peneliti menggunakan *theme based approach* yang sesuai dengan kurikulum sekolah dasar. Tema yang digunakan dalam unit ini adalah *Food*. Materi yang diajarkan adalah *responding to instructions*. Teks *narrative* yang berjudul *The Little Gingerbread Man* digunakan sebagai sumber pembelajaran.

Berikut merupakan *course grid* yang menjelaskan kegiatan pembelajaran secara rinci:

DEVELOPING PICTURE SERIES FOR TEACHING LISTENING SKILLS THROUGH STORYTELLING TO THE FIFTH GRADE STUDENTS OF SD IT INSAN CENDEKIA BOYOLALI

COURSE GRID OF USING THE GINGERBRAD MAN PICTURE SERIES

Class/ Semester	: 5 th / 1 st semester
Academic Years	: 2014/ 2015
School	: SD IT Insan Cendekia
Skills	: Listening
Theme	: Food
Core Competence	: 1.Comprehend simple instructions and information by actions and a language

Basic Competence	Indicators	Learning Materials			Activities	Learning Resources	Teaching Aid
		Language Function	Vocabularies	Grammar			
1.1 Responding to simple instructions verbally 1.3 Understanding of simple stories by doing exercises	6. Students are able to guess specific nouns by looking at pictures.	Respond to instructions	Noun: currant, chocolate, chip, strawberry, jam, candies. gingerbread, man, woman, pig, cow, horse, and fox Adjectives: old, melted white, Verbs: Present: eat, stop, catch, run, jump, take. Past:, gave, put, added, drew made wanted, ate, took, jumped, ran, shouted, caught, passed, snorted, chased, mooed, neighed, reached, came, said, flipped, snapped. Places:	Present tense and past tense	Opening: 5. Greeting 6. Saying a prayer 7. Checking attendance 8. Stating the learning objectives	<i>The Gingerbread Man</i> story <i>Whisper race</i> game <i>Competition</i> game	A picture series Flash cards
	7. Students are able to repeat words and sentences accurately and fluently.				Pre-listening Students pay attention when the vocabularies are introduced, then do the tasks. 4. Guess and stick pictures 5. <i>Whisper race</i> game 6. Listen and repeat after teachers		
	8. Students are able to respond to instructions which are related to the story verbally.				While-listening Students do the tasks while listening to the story. 4. Listen and repeat 5. Pay attention and speak up 6. Listen and match		
	9. Students				Post-listening Students do the tasks after listening to the story. 3. <i>True false</i> task 4. <i>Competition</i> game		

	are able to identify specific event by matching the right picture based on the story. 10. Students are able to understand the story by answering the true false task.		cottage, yard, barn, field, bank, river.		Closing 5. Summarizing 6. Stating reflection 7. Giving further guidance 8. Saying a prayer		
--	--	--	--	--	---	--	--

LESSON PLAN

Rencana Pelaksanaan Pembelajaran (RPP)

Subject : English

Grade/ Semester : V/ I

Time allocation : 2 x 35 minutes (1 meeting)

Language focus : Listening Skill

Text type : Narrative Text

Theme : Food

Core Competence :

1. Comprehend simple instructions and information by actions and a language

Basic Competence :

1.1 Responding to simple instructions verbally

1.3 Understanding of simple stories by doing exercises

Indicators :

6. Students are able to guess specific nouns by looking at pictures.

7. Students are able to repeat words and sentences accurately and fluently.

8. Students are able to respond to instructions which are related to the story verbally.

9. Students are able to identify specific event by matching the right picture based on the story.

10. Students are able to understand the story by answering the true false task.

Learning Goals:

By the end of the lesson, students are expected to able to:

3. memorize new vocabularies.

4. respond to instructions verbally.

Learning Materials

3. Explanation:

The function of a Narrative text is to amuse or entertain the reader.

Parts of the narrative text :

e. Title

f. Orientation

g. Complication

h. Resolution

Language feature : Using simple present and simple past tense

Simple Present Tense	Simple Past Tense
S + V1 (s/ es) + C	S + V2

4. Tasks

Task 1

Stick the pictures to the right words.

(Tempelkan gambar pada kata-kata yang tepat.)

Task 2

Listen to your teacher's instructions. Let's play the game.

(Dengarkan instruksi dari gurumu. Mari kita bermain.)

Task 3

Listen to your teacher. Repeat after her/him.

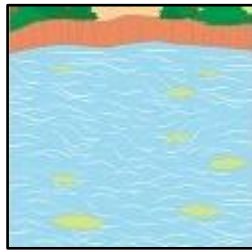
(Dengarkan gurumu. Ulangi perkataannya.)



COTTAGE



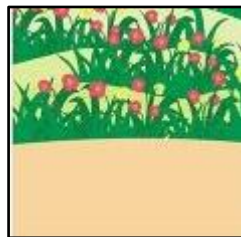
BARN



RIVER



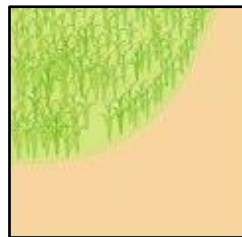
KITCHEN



FLOWER GARDEN



RIVER BANK



CORN FIELD

Task 4

Listen to your teacher. Repeat after him or her.

(Dengarkan gurumu. Ulangi perkataannya.)

Task 5

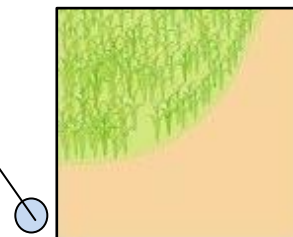
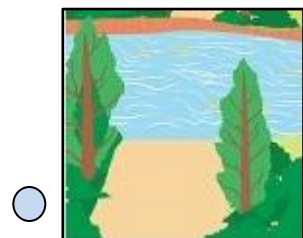
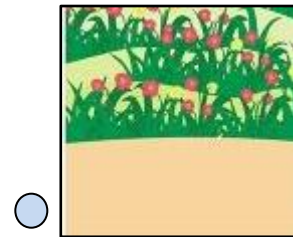
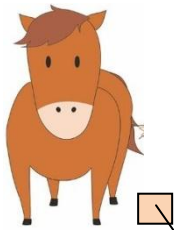
Listen to your teacher's instructions. Do the instructions correctly.

(Dengarkan instruksi dari gurumu. Lakukan dengan benar.)

Task 6

Listen to the story carefully. Match the characters with the places the Gingerbread Man met them by drawing lines.

(Dengarkan cerita baik-baik. Jodohkan gambar tokoh dengan tempat dimana Gingerbread Man bertemu dengan mereka menggunakan garis.)



Task 7

Put a ☺ if the statement is true. Put a ☹ if the statement is false.

(Berikan tanda ☺ jika pernyataan berikut benar. Berikan tanda ☹ jika pernyataan berikut salah.)

1.	The old man and old woman lived in a palace.	☹
2.	The Gingerbread Man's eyes were made of currant.	
3.	The buttons and clothes of the Gingerbread Man were made of candies and white chocolate.	
4.	The old woman put a chocolate chip for the Gingerbread Man's mouth.	
5.	The old woman put the Gingerbread Man in the oven.	
6.	The Gingerbread Man passed the pig in the corn field.	
7.	The Gingerbread man passed the cow in front of the barn.	
8.	The Gingerbread Man passed the horse in the river bank.	
9.	The Gingerbread Man could swim across the river by himself.	
10.	The fox ate the Gingerbread Man.	

Task 8

Work in a group of five. Listen to your teacher's instructions. Let's play the game.

(Bekerjalah dalam kelompok yang berjumlah lima orang. Dengarkan instruksi dari gurumu. Mari bermain.)

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities

6. Opening (5 minutes)

- f. Greeting
- g. Saying a prayer
- h. Checking attendance
- i. Stating the learning objectives
- j. Outlining the topic which are going to be discussed

7. Pre-listening (20 minutes)

- e. Students pay attention when the teacher introduces the characters and they are asked to stick the pictures of the characters on the right words (*task 1*).
- f. Students listen to the game rules explained by the teacher and memorize them.
- g. Students play *whisper race* game (*task 2*).
- h. Students repeat several words after the teacher and guess the meanings (*task 3*).

8. While-listening (20 minutes)

- f. Students listen carefully to the story told by the teacher.
- g. Students pay attention to the specific sentences repeated by the teacher and the gestures when the teacher mentions them, and repeat after the teacher (*task 4*).
- h. Students mention the sentences while the teacher is doing the gestures (*task 5*).
- i. Students are given the pictures of the story characters and the pictures of where the story takes places.
- j. Students match the characters with the places the Gingerbread Man met them by drawing lines (*task 6*).

9. Post-listening (20 minutes)

- e. Students are given statements based on the *Gingerbread Man* story.
- f. Students put ☺ if the statement is true and put ☹ if the statement is false (*task 7*).
- g. Students listen to the game rules explained by the teacher and memorize them.
- h. Students play *matching* game (*task 8*).

10. Closing (5 minutes)

- f. Summarizing what has been learned and asking them if they have questions related to what has been learned.
- g. Asking students whether they find the material difficulties or not, and if it is yes, what difficulties they found along the teaching and learning process.
- h. Asking students whether they enjoy the lesson or not.
- i. Giving advices to learn further from another sources.
- j. Saying a prayer.

Media

- 3. Flash Cards
- 4. Picture series

References and Sources

Some pictures taken from the internet

(www.google.com)

Assessments

3. Task 1, 2, 3, 4, 5, 8

Technique : Oral Test

Form : Whole class activity (*task 1, 2, 3, 4, 5*) and group activity (*task 8*).

Instruments :

Indicators	Instruments	Score Rubric
Students are able to guess specific nouns by looking at pictures.	Task 2: Listen to your teacher's instructions. Let's play the game.	5: Very Good 4: Good 3: Adequate 2: Less 1: Worse
Students are able to repeat words and sentences accurately and fluently.	Task 3: Listen to your teacher. Repeat after her/him. Task 4: Listen to your teacher. Repeat after him or her.	
Students are able to respond to instructions which are related to the story verbally.	Task 5: Listen to your teacher's instruction. Do the instruction correctly. Task 8: Work in a group of five. Listen to your teacher's instruction. Let's play the game.	
Total Score:		

4. Task 1, 6, 7

Technique : Written Test

Form : Individual activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to guess specific nouns by looking at pictures.	Task 1: Stick the pictures to the right words.	Right answer x 10 Questions
Students are able to identify specific event by matching the right picture based on the story.	Task 6: Listen to story carefully. Match the characters with the places the Gingerbread Man met them by drawing lines.	
Students are able to understand the story by answering the true false task.	Task 7: Put ☺ if the statement is true. Put ☹ if the statement is false.	
Total Score:		

Boyolali, Desember 2014
Mahasiswa,

Padmaningtyas Wulansari
NIM. 10202244036



HOW TO USE THE PICTURE SERIES

1. Komponen Produk

Sebelum menggunakan *The Gingerbread Man picture series* sebagai media pembelajaran bahasa Inggris di kelas, guru harus mengetahui bagian-bagian yang terdapat dalam *picture series* ini. Berikut merupakan penjelasan bagian-bagian tersebut:

a. Cover



Figure 2.1: The Cover of the Gingerbread Man Picture Series

Cover dari *picture series* ini terbuat dari kain flannel yang dijahit di luar permukaan kertas karton. Di cover ini terdapat boneka dari tokoh utama cerita yaitu *The Gingerbread Man* dan judul cerita. Boneka dan judul ini digunakan sebagai menarik perhatian siswa untuk berdiskusi tentang cerita yang akan mereka dengar.

b. *Exercise pages*

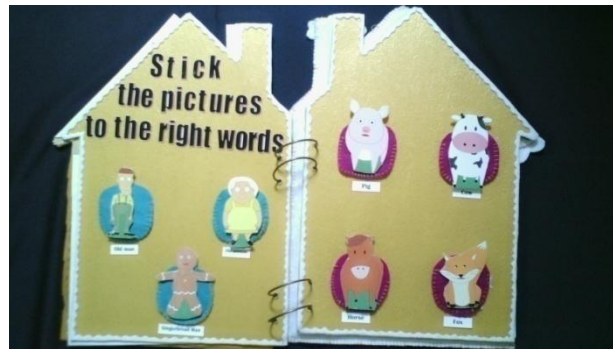


Figure 2.2: The Exercise Pages of The Gingerbread Man Picture Series

Exercise pages merupakan halaman tugas pertama yang harus dikerjakan siswa secara bersama. Terdapat kantong flannel dan tulisan nama tokoh di bawahnya serta gambar tokoh-tokoh yang dapat ditempel pada kantong flannel dan dilepas.

c. *Picture Series*



Figure 2.3: The Illustrations of the Gingerbread Man Story

Picture Series merupakan bagian terpenting dari *The Gingerbread Man picture series*. Ada 12 halaman ilustrasi yang diharapkan dapat membantu siswa untuk memahami jalan cerita.

2. Cara menggunakan *The Gingerbread Man picture series*

Dalam mengoperasikan *The Gingerbread Man picture series*, ada beberapa langkah yang perlu diperhatikan.

a. Pengkondisian kelas

Sebelum memulai pelajaran, pastikan semua siswa dapat melihat dan mendengar seluruh kegiatan yang dilakukan oleh guru tanpa terhalang oleh siswa yang lain. Untuk kelas besar, guru dapat meminta siswa untuk duduk setengah lingkaran sehingga seluruh siswa dapat mengikuti pembelajaran dengan jelas.

b. Mengenalkan Judul dan Tokoh

Setelah mengkondisikan siswa, letakkan picture series ditempat yang memungkinkan seluruh siswa dapat melihatnya. Guru dapat meletakkannya di pangkuan saat duduk atau di depan dada saat berdiri. Bacakan judul dari cerita yang akan mereka dengarkan dan tunjukkan boneka *The Gingerbread Man*. Minta mereka untuk mengulang kata *The Gingerbread Man*. Pimpin mereka untuk berdiskusi tentang siapa tokoh tersebut dan menebak bagaimana alur ceritanya.

c. Menjelaskan Tugas Siswa

Menjelaskan tugas apa saja yang harus dikerjakan siswa selama *pre-*, *while-*, dan *post-listening*. Penjelasan dilakukan satu persatu ketika tugas akan dikerjakan. Untuk lebih jelasnya, dapat dilihat di bab 4.

d. Bercerita

Mulailah bercerita dengan melibatkan seluruh siswa. Teks cerita dan kegiatan yang dilakukan selama bercerita dijelaskan pada bab 3.

e. Memperhatikan Tanda Baca

Beberapa tanda baca harus diperhatikan selama bercerita, tanda tersebut adalah:

/ (slash) : berhenti sejenak

. (dot) : berhenti agak lama untuk memberi jeda antar kalimat

Normal : text untuk dibaca

Red : dibaca dengan nada tinggi atau keras

Green : dibaca dengan penekanan

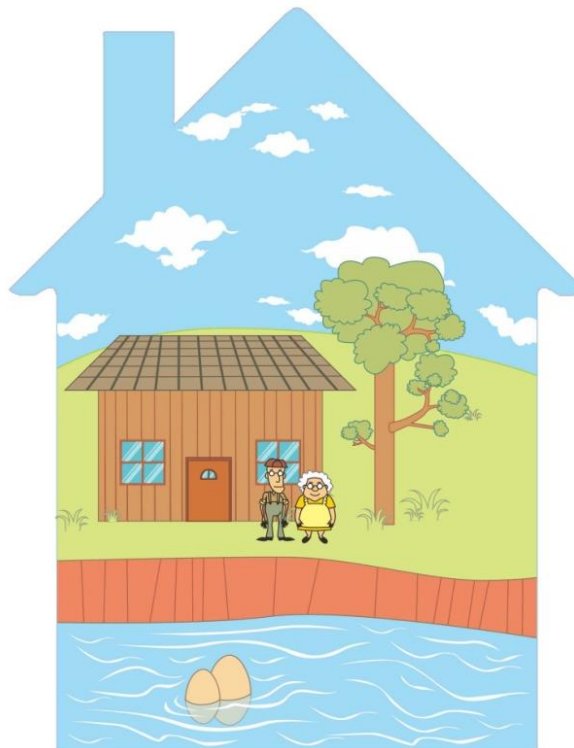
Blue : diam, hanya menggerakkan badan

Purple : contoh gerakan untuk diperagakan



THE GINGERBREAD MAN STORY SCRIPT

Page 1



Once upon a time/ there were/ **a little old woman** (*tunjuk the old woman*) / and **a little old man** (*tunjuk the old man*)/ who lived in a cottage near the river (*tunjuk gambar pondok dan sungai*).

The little old woman/ and the little old man were **hungry** (*usap perut*)/ so the little old woman decided to bake **a gingerbread man**.

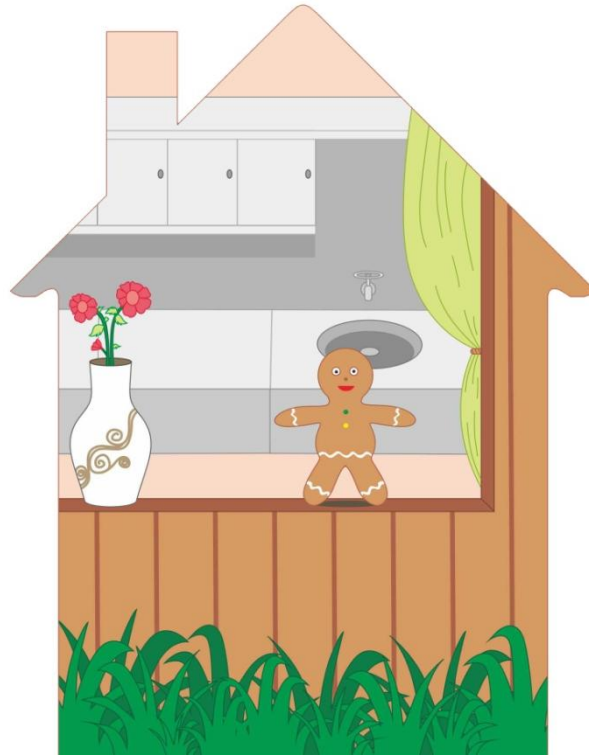


She made a **big** (*rentangkan lengan*) batch of gingerbread dough/ rolled (*memperagakan sedan menggulung sesuatu*) it flat/ and cut (*membuat gerakan memotong adonan*) it in the shape of a gingerbread man (*tunjuk gambar the Gingerbread Man*).

She put **currant** for **eyes** (*tunjuk gambar mata*) / a **chocolate chip** for **nose** (*tunjuk gambar hidung*) / **strawberry jam** for a **mouth** (*tunjuk gambar mulut*) / **candies** for **buttons** (*tunjuk gambar kancing*) / and drew his shirt and pants using **melted white chocolate** (*tunjuk garis putih zigzag*).



Then/ she put (*membuat gerakan seperti meletakkan kue dalam oven*) the gingerbread man in the oven (*tunjuk gambar oven*) to bake.



When the gingerbread man was done/ the little old woman opened *(meletakkan tangan ke depan lalu menariknya ke belakang)* the oven door/ but before she could take him out/ the gingerbread man jumped up *(lompat di tempat)* / and ran *(lari di tempat)* through the kitchen/ and out of the cottage shouting *(letakkan satu telapak tangan membentuk corong di samping bibir)* / "Don't eat me*(melambaikan tangan)*."



The little old woman ran after the gingerbread man. She yelled, “**stop**” (*luruskan lengan dan telapak tangan menghadap ke depan*).

But the gingerbread man ran even faster/ chanting/ “**run, run as fast as you can** (*lari di tempat*). **You can't catch me** (*gelengkan kepala*) / **I'm the gingerbread man** (*tepuk dada beberapa kali*).”



The gingerbread man ran through the yard and passed a pig. The pig snorted/ “**stop**” (*luruskan lengan dan telapak tangan menghadap ke depan*).

But the gingerbread man ran even faster/ chanting/ “**run/ run as fast as you can** (*lari di tempat*). **You can't catch me** (*gelengkan kepala*) / **I'm the gingerbread man** (*tepuk dada beberapa kali*).”

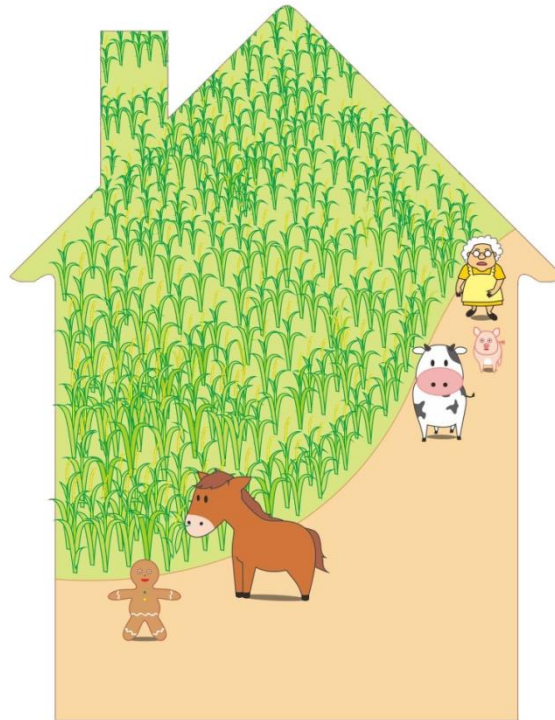
The pig chased the gingerbread man/ followed by the little old woman. But the gingerbread man ran too fast for them.



The gingerbread man passed a cow by the barn. The cow mooed/ “**stop**” (*luruskan lengan dan telapak tangan menghadap ke depan*).

But the gingerbread man ran even faster/ chanting/ “**run, run as fast as you can** (*lari di tempat*). **You can't catch me** (*gelengkan kepala*) / **I'm the gingerbread man** (*tepuk dada beberapa kali*).”

The cow chased the gingerbread man/ followed by the pig/ and the little old woman. But the gingerbread man ran too fast for them.



The gingerbread man passed a horse in the corn field. The horse neighed/ “**stop**”
(luruskan lengan dan telapak tangan menghadap ke depan).

But the gingerbread man ran even faster/ chanting/ “**run, run as fast as you can**
(lari di tempat). You can't catch me (gelengkan kepala) / I'm the gingerbread man
(tepuk dada beberapa kali).”

The horse chased the gingerbread man/ followed by the cow/ the pig/ and the
little old woman. But the gingerbread man ran too fast for them.



Then/ the gingerbread man reached a wide river/ but he didn't know *(gelengkan kepala ke kanan dan ke kiri)* how to swim.



A sly and hungry fox saw the gingerbread man and said/ "jump (*lompat*) on my tail (*tunjuk gambar ekor*)/ and I'll take you across the river."

The gingerbread man thought to himself (*letakkan jari telunjuk di kepala*) / "I'll be safe on his tail." So he said/ "okay" (*lingkarkan jari membentuk tanda OK*) / jumped on the fox's tail/ and they started across the river.



Halfway across the river/ the fox barked/ "you're too heavy for my tail, jump on my back *(tunjuk gambar punggung rubah).*"

The gingerbread man said/ "okay" *(lingkarkan jari membentuk tanda OK)/* and jumped on the fox's back.

Soon/ the fox said/ "you're too heavy for my back/ jump onto my nose *(tunjuk gambar hidung rubah).*"

The gingerbread man said/ "okay" *(lingkarkan jari membentuk tanda OK)/* and jumped on the fox's nose.



But as soon as they reached the riverbank/ the fox flipped the gingerbread man into the air (*buat gerakan seperti melempar sesuatu ke udara*)/ opened his mouth (*buka mulut*)/ and ate the gingerbread man (*buat gerakan mengunyah*). And that was the end of the gingerbread man.



ASSESSMENTS AND KEY ANSWERS



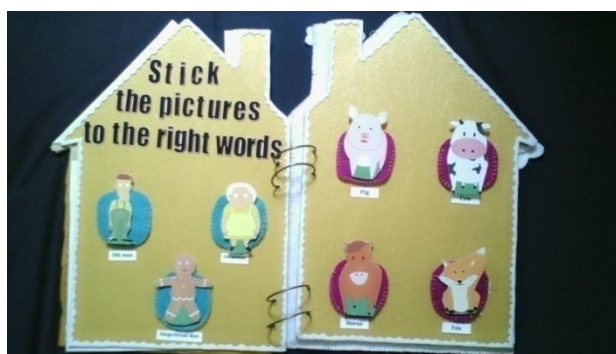
Pre-Listening



TASK 1

Stick the pictures to the right words.

(Tempelkan gambar pada kata-kata yang tepat.)



TASK 2

Listen to your teacher's instructions. Let's play the game.

(Dengarkan instruksi dari gurumu. Mari kita bermain.)

- Permainan yang dilakukan oleh siswa adalah *whisper race game*. Langkah-langkah untuk melakukan permainan tertulis dibawah ini:
 - a. Tunjukkan *flashcard* (lihat di *appendices*) dari *currant*, *chocolate chip*, *strawberry jam*, *candies*, dan *melted white chocolate*.
 - b. Ucapkan kata-kata tersebut dengan menunjukkan *flashcard* dengan *pronunciation* yang benar dan minta siswa untuk mengulang perkataan.
 - c. Minta siswa untuk menebak arti kata tersebut dalam bahasa Indonesia.

- d. Tempelkan *flashcard* secara acak di papan tulis dan pastikan siswa dapat menjangkaunya.
- e. Bagi siswa menjadi dua kelompok besar.
- f. Minta mereka untuk berbaris memanjang ke belakang.
- g. Jelaskan bahwa guru akan membisiki siswa yang berada di barisan paling belakang dan tugas mereka adalah menyampaikan apa mereka dengar kepada teman satu timnya secara berbisik sampai kepada teman mereka yang berdiri di barisan paling depan. Siswa yang berdiri di depan mempunyai tugas untuk mengambil gambar dari kata yang didengarnya.
- h. Grup yang paling banyak mengumpulkan gambar menang.
- i. Dan grup yang kalah mendapat konsekuensi untuk bernyanyi lagu berbahasa Inggris.



TASK 3

Listen to your teacher. Repeat after her/him.

(Dengarkan gurumu. Ulangi perkataannya.)

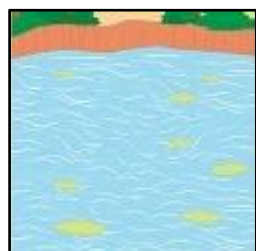
- Ucapkan kata-kata di bawah ini dengan benar. Minta seluruh siswa untuk mengulangi ucapan dengan benar dan menebak arti kata-kata tersebut dalam bahasa Indonesia.



HOUSE - /haʊs/



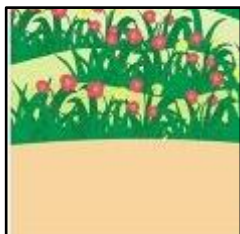
BARN - /bɑ:n/



RIVER - /ˈrɪv.ə/



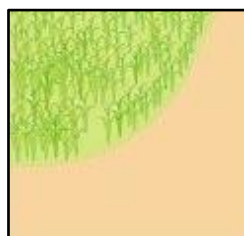
KITCHEN - /ˈkɪtʃ. ɪn/



FLOWER GARDEN - /'flaʊ.ə/ /'gɑː.dən/



RIVER BANK - /'rɪv.ə/ /bæŋk/



CORN FIELD - /kɔːn/ /fiːld/



While-Listening



TASK 4

Listen to your teacher. Repeat after him or her.

(Dengarkan gurumu. Ulangi perkataannya.)

- Minta siswa untuk mengulangi kata yang bercetak warna merah dan guru melakukan gerakan yang bercetak warna ungu.

The little old woman ran after the gingerbread man. She yelled, “**stop**” *(luruskan lengan dan telapak tangan menghadap ke depan).*

But the gingerbread man ran even faster/ chanting/ “**run, run as fast as you can**” *(lari di tempat).* **You can't catch me** *(gelengkan kepala)* / **I'm the gingerbread man** *(tepuk dada beberapa kali). ”*

A sly and hungry fox saw the gingerbread man and said/ "jump *(lompat)* on my tail *(tunjuk gambar ekor)*/ and I'll take you across the river."

The gingerbread man thought to himself *(letakkan jari telunjuk di bawah dagu)* / "I'll be safe on his tail." So he said/ "okay" *(lingkarkan jari membentuk tanda OK)* / jumped on the fox's tail/ and they started across the river.



TASK 5

Listen to your teacher's instructions. Do the instruction correctly.

(Dengarkan instruksi dari gurumu. Lakukan dengan benar.)

- Ingat perkataan yang bercetak warna biru di bab 3.
- Jelaskan pada siswa saat guru melakukan gerakan seperti:
 - meluruskan lengan dan telapak tangan ke depan
 - berlari
 - menggelengkan kepala
 - menepuk dada
 - melingkarkan jari membentuk tanda OK

siswa harus mengucapkan kalimat:

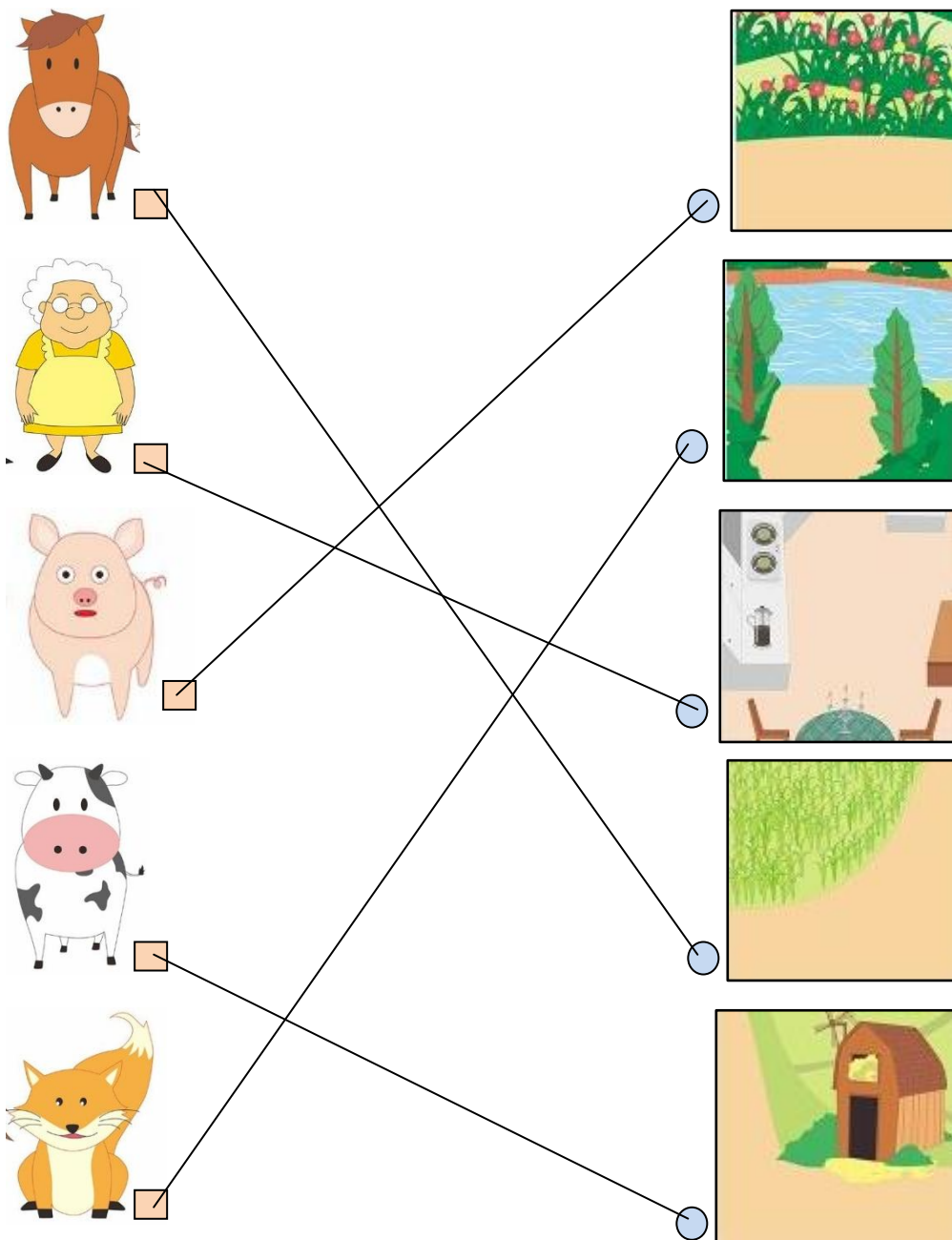
- stop
- run as fast as you can
- you cannot catch me
- I'm the gingerbread man
- okay



TASK 6

Listen to the story carefully. Match the characters with the places the Gingerbread Man met them by drawing lines.

(Dengarkan cerita baik-baik. Jodohkan gambar tokoh dengan tempat dimana Gingerbread Man bertemu dengan mereka menggunakan garis.)





Post-Listening



TASK 7

Put a ☺ if the statement is true. Put a ☹ if the statement is false.

(Berikan tanda ☺ jika pernyataan berikut benar. Berikan tanda ☹ jika pernyataan berikut salah.)

1. The old man and old woman lived in a palace.	☹
2. The Gingerbread Man's eyes were made of currant.	☺
3. The buttons and clothes of the Gingerbread Man were made of candies and white chocolate.	☹
4. The old woman put a chocolate chip for the Gingerbread Man's mouth.	☹
5. The old woman put the Gingerbread Man in the oven.	☺
6. The Gingerbread Man passed the pig in the corn field.	☹
7. The Gingerbread man passed the cow in front of the barn.	☺
8. The Gingerbread Man passed the horse in the river bank.	☹
9. The Gingerbread Man could swim across the river by himself.	☹
10. The fox ate the Gingerbread Man.	☺



TASK 8

Work in a group of five. Listen to your teacher's instructions. Let's play the game.

(Bekerjalah dalam kelompok yang berjumlah lima orang. Dengarkan instruksi dari gurumu. Mari bermain.)

- Bagi siswa menjadi beberapa grup. Satu grup terdiri dari lima orang siswa.
- Buat dua gambar gingerbread man di papan tulis seperti di *appendices*.
- Tempelkan *flashcards* di sekeliling gambar.
- Jelaskan pada siswa bahwa mereka harus melengkapi gambar the gingerbread man dengan cara menempelkan flashcard di bagian tubuh the gingerbread man sesuai dengan cerita secara bergantian.
- Guru yang memberi perintah tentang bagian mana yang harus dilengkapi. Perintah yang diucapkan "put the ... (nama *flashcard*)".
- Siswa harus menjawab "okay" ketika guru memberikan perintah.
- Grup yang dapat melengkapi gambar tercepatlah yang menang.

UNIT

2

The Little Indian Boy





COURSE GRID AND LESSON PLAN

Tema yang digunakan dalam unit ini adalah *My Adventures*. Materi yang diajarkan adalah *responding to instructions* dan cerita yang digunakan adalah *The Little Indian Boy*.

Berikut merupakan *course grid* yang menjelaskan kegiatan pembelajaran secara rinci:

DEVELOPING PICTURE SERIES FOR TEACHING LISTENING SKILLS THROUGH STORYTELLING TO THE FIFTH GRADE STUDENTS OF SD IT INSAN CENDEKIA BOYOLALI

COURSE GRID OF USING THE LITTLE INDIAN BOY PICTURE SERIES

Class/ Semester	: 5 th / 1 st semester
Academic Years	: 2014/ 2015
School	: SD IT Insan Cendekia
Skills	: Listening
Theme	: My adventures

Core Competence : 1. Comprehend simple instructions and information related to daily activities by actions and a language

Basic Competence	Indicators	Learning Materials			Activities	Learning Resources	Teaching Aid
		Language Function	Vocabularies	Grammar			
1.2 Responding to simple instructions by doing actions 1.3 Understanding of simple stories by doing exercises	7. Students are able to guess vocabularies by looking at pictures. 8. Students are able to respond to instructions by doing actions. 9. Students are able to match pictures with the correct words. 10. Students are able to rearrange the jumble pictures into a good story. 11. Students are able to describe their activities using several expressions and do the action.	Respond to instructions	Verbs: wake, get, say, walk, whistle, open, close, go, swish, swim, climb, look, peep, listen, creep, run, stumble, stagger Adjectives: green, twisty, dark, tall, wet, deep, steep. Noun: bed, garden path, gate, road, wood, grass, mud, river, hill, cave.	Present tense	Opening: 5. Greeting 6. Saying a prayer 7. Checking attendance 8. Stating the learning objectives Pre-listening Students are introduced new vocabularies related to the story by doing tasks. Students pay attention when the vocabularies are introduced, then do the tasks. 5. Listen and discuss 6. Make a headband 7. <i>Robot</i> game 8. Match pictures with the right words While-listening Students do the tasks while listening to the story. 3. Listen, repeat, and act out 4. Listen and rearrange Post-listening Students do the tasks after listening to the story. 3. Draw and act out	<i>The Little Indian</i> <i>Boy</i> story <i>Robot</i> game	A picture series with a puppet

	12. Students are able to identify specific events by ticking the right words.				4. Listen and tick		
					Closing 5. Summarizing 6. Stating reflection 7. Giving further guidance 8. Saying a prayer		

LESSON PLAN

Rencana Pelaksanaan Pembelajaran (RPP)

Subject	: English
Grade/ Semester	: V/ I
Time allocation	: 2 x 35 minutes (1 meeting)
Language focus	: Listening Skill
Text type	: Narrative Text
Theme	: My adventures

Core Competence :

1. Comprehend simple instructions and information by actions and a language

Basic Competence :

1.2 Responding to simple instructions by doing actions

1.3 Understanding of simple stories by doing exercises

Indicators

7. Students are able to guess vocabularies by looking at pictures.
8. Students are able to respond to instructions by doing actions.
9. Students are able to match pictures with the correct words.
10. Students are able to rearrange the jumble pictures into a good story.
11. Students are able to describe their activities using several expressions and do the action.
12. Students are able to identify specific events by ticking the right words.

Learning Objectives

By the end of the lesson, the students are expected to be able to :

3. memorize new vocabularies.
4. respond to instructions by doing actions.

Learning Materials

3. Explanation:

The function of a Narrative text is to amuse or entertain the reader.

Parts of the narrative text :

- i. Title
- j. Orientation
- k. Complication
- l. Resolution

Language feature : Using simple present tense

Simple Present Tense
S + V1 (s/ es) + C

4. Tasks

Task 1

Listen to your teacher. Give opinions about what she/he is talking about.

(Dengarkan gurumu. Berikan pendapatmu tentang apa yang dia bicarakan.)

Task 2

Make a headband using the strips on the appendix. Cut and stick each side of the strips.

(Buat sebuah headband dengan menggunakan strip di lampiran. Potong dan tempelkan tiap sisi dari strip tersebut.)

Task 3




Listen to your teacher's instructions. Let's play the game.




(Mari bermain. Dengarkan instruksi dari gurumu.)

Task 4

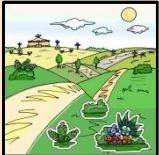


Match the pictures with the correct words by drawing lines. Number 1 is done for you.

(Jodohkan gambar dengan kata yang tepat dengan menarik garis. Nomor 1 telah dikerjakan untukmu.)




1.    bed

2.    dark cave

3.    dark wood

4.    wet mud

5.    garden path

6.    twisty road

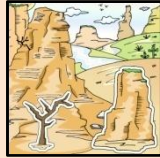
7.    deep river



8.



green gate



9.



tall grass



10.



steep hill

Task 5

Listen to your teacher. Repeat after her/ him. Do the instructions correctly.

(Dengarkan gurumu. Ulangi setelah beliau. Kerjakan perintah dengan benar.)

Task 6

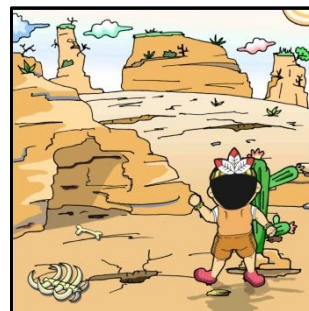
While you are listening, rearrange the pictures below to make a good story.

Number one is done for you.

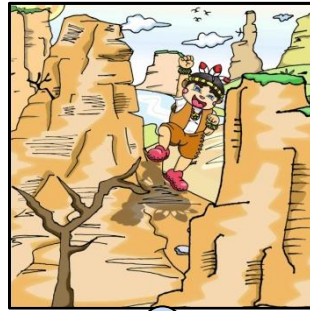
(Saat kau mendengar, urutkan gambar di bawah ini untuk membuat cerita yang bagus. Nomor satu telah dikerjakan untukmu.)

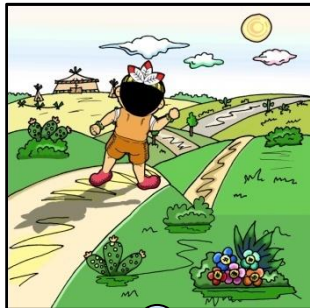
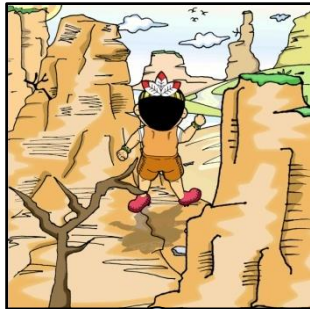
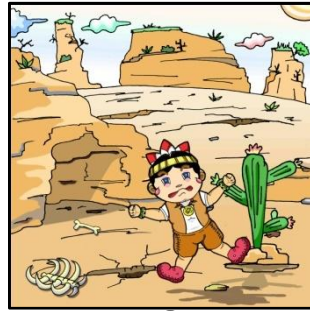
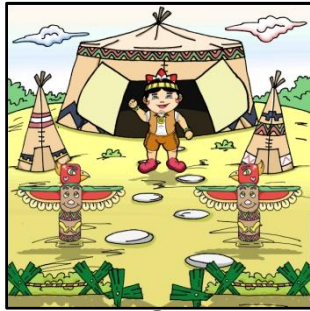


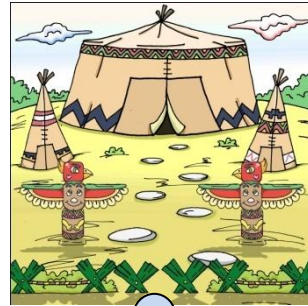
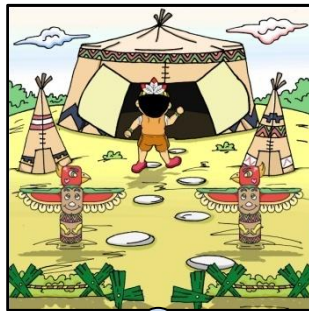
1



2







Task 7

Imagine that you are the Little Indian boy. Make a map of your adventure by drawing the places you want to visit based on the story.

(Bayangkan bahwa kau adalah si Little Indian Boy. Buatlah sebuah peta dari petualanganmu dengan meggambar tempat yang ingin kau kunjungi berdasarkan cerita.)

TASK 8

Work in pairs.

One of you tells about your adventures, and the other listens to the story. For the speaker, do not forget to do the movement.

For the listener, put a tick (✓) in the places which are visited by your friend.

Do it in turns.

(Bekerjalah secara berpasangan. Salah satu diantara kalian bercerita dan yang lain mendengarkan. Bagi yang bercerita, jangan lupa untuk melakukan gerakan. Bagi yang mendengarkan, beri tanda silang di tempat yang dikunjungi temanmu. Lakukan secara bergantian.)

_____’s Adventures	
bed room	
dining room	
garden path	
green gate	
twisty road	
dark wood	
tall grass	
wet mud	
deep river	
steep hill	
dark cave	

Learning Method

Listening-cycle (pre-listening, while-listening, post-listening)

Teaching Learning Activities

6. Opening (5 minutes)

- f. Greeting
- g. Saying a prayer
- h. Checking attendance
- i. Stating the learning objectives
- j. Outlining the topic which are going to be discussed

7. Pre-listening (20 minutes)

- f. Students pay attention while the teacher introduces the characters of the story and give opinions about the characters (*task 1*).
- g. Students make a headband by cutting and sticking the strips on the appendices (*task 2*).

- h. Students memorize the rules given by the teacher.
- i. Students do some actions based on the words said by the teachers (*task 3*).
- j. Students draw a line to connect a picture with the right word (*task 4*).

8. While-listening (20 minutes)

- h. Students pay attention and listen carefully while the teacher telling the story.
- i. Students memorize the words' sounds which are repeated by the teacher twice or three times.
- j. Students repeated some words after the teacher (*task 5*).
- k. Students memorize the specific words given by the teacher.
- l. Students do some actions when they listen to the specific words (*task 5*).
- m. Students are given some pictures related to the story.
- n. Students try to arrange the pictures and make a good story by putting numbers in the boxes (*task 6*).

9. Post-listening (20 minutes)

- d. Students make a map by drawing places they want to visit on the appendices (*task 7*).
- e. Students tell a story about their adventures by using some expressions on the Little Indian Boy story and do the actions (*task 8*).
- f. Students put a tick (✓) in the places which are visited by their friend (*task 8*).

10. Closing (5 minutes)

- f. Summarizing what has been learned and asking them if they have questions related to what has been learned.

- g. Asking students whether they find the material difficulties or not, and if it is yes, what difficulties they found along the teaching and learning process.
- h. Asking students whether they enjoy the lesson or not.
- i. Giving advices to learn further from another sources.
- j. Saying a prayer.

Media

Picture Series

References and Sources

A story taken from (www.google.co.id)

Assessments

3. Task 1, 2, 3, 5, 8

Technique : Oral Test

Form : Whole class activity (*Task 1, 2, 5*) and individual activity (*Task 3 & 8*).

Instruments :

Indicators	Instruments	Score Rubric
Students are able to guess specific things by looking at pictures	Task 1: Listen to your teacher. Give opinions about what she/he is talking about.	5: Very Good 4: Good 3: Adequate 2: Less 1: Worse
Students are able to respond instructions by doing actions	Task 2: Make a headband using the strips on the appendix. Cut and stick each side of the strips.	

	<p>Task 3:</p> <p>Let's play the game. Listen to your teacher's instructions.</p> <p>Task 5:</p> <p>Listen to your teacher. Repeat after her/ him. Do the instructions correctly.</p>	
Students are able to describe their activities using several expressions and do the action	<p>Task 8:</p> <p>Tell about your adventures while the other listens to the story. Do the movement when you are telling your adventure.</p>	
Total Score:		

4. Task 4, 6, 7, 8

Technique : Written Test

Form : Individual activity

Instruments :

Indicators	Instruments	Score Rubric
Students are able to match pictures with the correct words	<p>Task 4:</p> <p>Match the picture with the correct word by drawing a line.</p>	<p><u>Right answer</u> x 10</p>

Students are able to rearrange the jumble pictures into a good story	Task 6: Rearrange the pictures below to make a good story	Questions
Students are able to identify specific places	Task 7: Make a map of your adventure by drawing the places you want to visit based on the Little Indian Boy story Task 8: Put a tick (v) in the places which are visited by your friend.	

Boyolali, Desember 2014
Mahasiswa,

Padmaningtyas Wulansari
NIM. 10202244036



HOW TO USE THE PICTURE SERIES

1. Komponen Produk

Sebelum menggunakan *The Little Indian Boy picture series* sebagai media pembelajaran bahasa Inggris di kelas, guru harus mengetahui bagian-bagian yang terdapat dalam *picture series* ini. Berikut merupakan penjelasan bagian-bagian tersebut:

a. The Puppet



Figure 2.2.1: The Puppet's Front View

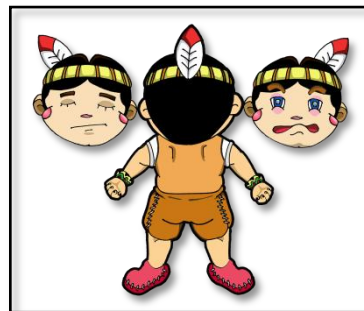


Figure 2.2.2: The Puppet's Back View

The Little Indian Boy puppet ini memiliki tiga ekspresi. Yang pertama adalah ekspresi tidur, senang, dan ketakutan. Kepala tersebut dapat diganti sesuai kebutuhan cerita dengan cara melipatnya ke depan atau ke belakang. Terdapat tali yang dikaitkan antara lengan dengan gagang *puppet*. Tali tersebut dapat ditarik ke atas dan ke bawah agar lengan boneka dapat bergerak naik dan turun. Terdapat engsel di pergelangan kaki *puppet* yang berfungsi agar telapak kaki bergerak naik turun seperti berjinjit, berjalan, dan berlari.

b. The Picture Series

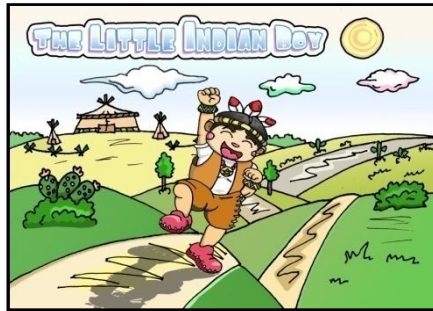


Figure 2.2.3: The Little Indian Boy Picture Series

Terdapat 11 *setting* tempat dalam cerita. Setting tersebut dapat dibolak-balik sesuai dengan keperluan alur cerita.

2. Cara menggunakan *The Gingerbread Man picture series*

Dalam mengoperasikan *The Gingerbread Man picture series*, ada beberapa langkah yang perlu diperhatikan.

a. Mengkondisikan kelas

Sebelum memulai pelajaran, pastikan semua siswa dapat melihat dan mendengar seluruh kegiatan yang dilakukan oleh guru tanpa terhalang oleh siswa yang lain. Untuk kelas besar, guru dapat meminta siswa untuk duduk setengah lingkaran sehingga seluruh siswa dapat mengikuti pembelajaran dengan jelas.

b. Mengenalkan Judul dan Tokoh

Setelah mengkondisikan siswa, letakkan picture series ditempat yang memungkinkan seluruh siswa dapat melihatnya. Guru dapat meletakkannya di pangkuan saat duduk atau di atas meja di depan dada saat berdiri. Bacakan judul dari cerita yang akan mereka dengarkan dan tunjukan *puppet The Little Indian Boy*. Minta mereka untuk mengulang kata *the Little Indian Boy*. Pimpin mereka

untuk berdiskusi tentang siapa tokoh tersebut dan menebak bagaimana alur ceritanya.

c. Menjelaskan Tugas Siswa

Menjelaskan tugas apa saja yang harus dikerjakan siswa selama *pre-*, *while-*, dan *post-listening*. Penjelasan dilakukan satu persatu ketika tugas akan dikerjakan. Untuk lebih jelasnya, dapat dilihat di bab 4.

d. Bercerita

Mulailah bercerita dengan melibatkan seluruh siswa. Teks cerita dan kegiatan yang dilakukan selama bercerita dijelaskan pada bab 3.

e. Memperhatikan Tanda Baca

Beberapa tanda baca harus diperhatikan selama bercerita, tanda tersebut adalah:

/ (slash) : berhenti sejenak

. (dot) : berhenti agak lama untuk memberi jeda antar kalimat

Normal : text untuk dibaca

Red : dibaca dengan nada tinggi atau keras

Blue : dibaca dengan nada rendah atau berbisik

Green : dibaca dengan nada cepat

Purple : contoh gerakan untuk diperagakan guru

Orange : gerakan yang dilakukan oleh *puppet*



THE LITTLE INDIAN BOY STORY SCRIPT

Page 1



The little Indian boy wakes up.

*Ubah wajah tidur menjadi wajah
yang tersenyum.*

He gets out of bed.

Turun dari tempat tidur.

He gets dressed.

*Memperagakan seperti memakai
baju.*



He has his breakfast.

He says to his mummy/

‘Ooooooooooooooooooooo/

I’m Going to play.’

*Memperagakan seperti mengunyah
makanan dan meminum.*

*Letakkan salah satu telapak tangan
di dekat bibir.*

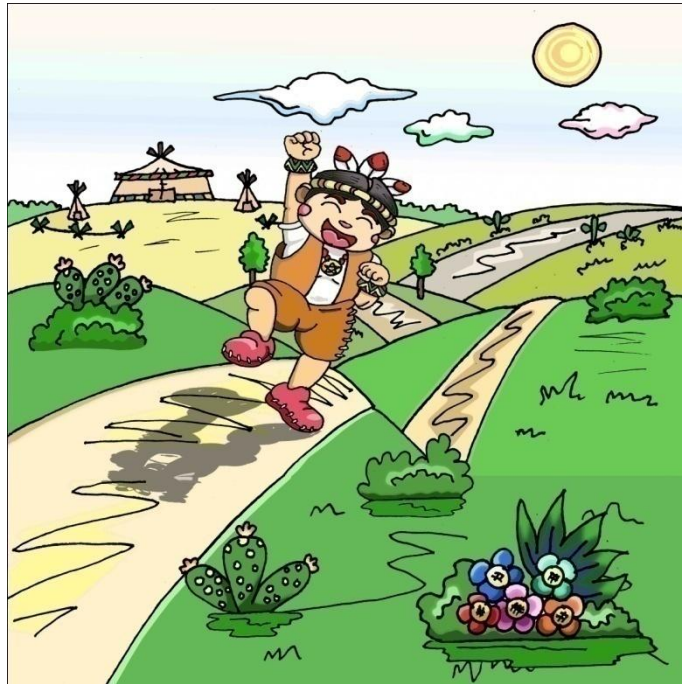


He walks down the garden path/
walk/ whistle/ walk/ whistle/
walk/ whistle.

He opens and closes the green
gate.
Click!

Jalan, siul.

*Membuka pintu, lewat, dan
menutupnya.*

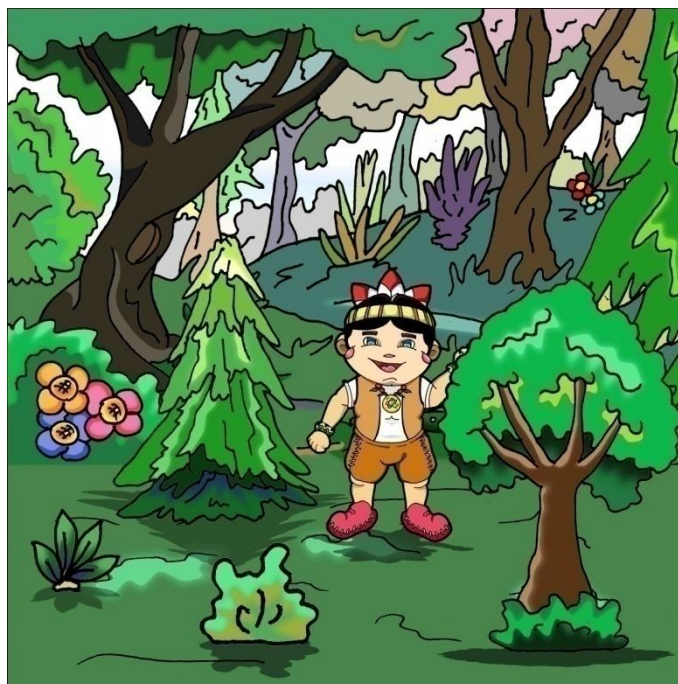


There's a twisty road.

He walks down the twisty road/
walk/ whistle/ walk/ whistle.

Tunjuk.

Jalan, siul



There's a dark wood.

He goes into the dark wood/
quietly.

Sh/ Sh/ Sh/ Sh/ Sh/ Sh/

He walks through the dark wood,
tip/ toe/ tip/ toe/ tip/ toe.

Tunjuk

Letakkan jari di depan bibir.

Berjinjit.



There's some tall grass.

He walks through the tall grass/
swish/ swish/ swish/ swish/ swish.

Tunjuk.

*Pisahkan semak dengan menarik tali
kekang.*



There's some wet mud.

He walks through the wet mud/
suck/ squelch/ suck/ squelch/
suck/ squelch.

Tunjuk

*Berjalan seperti masuk ke dalam
lumpur dan menarik kaki keluar dari
lumpur.*

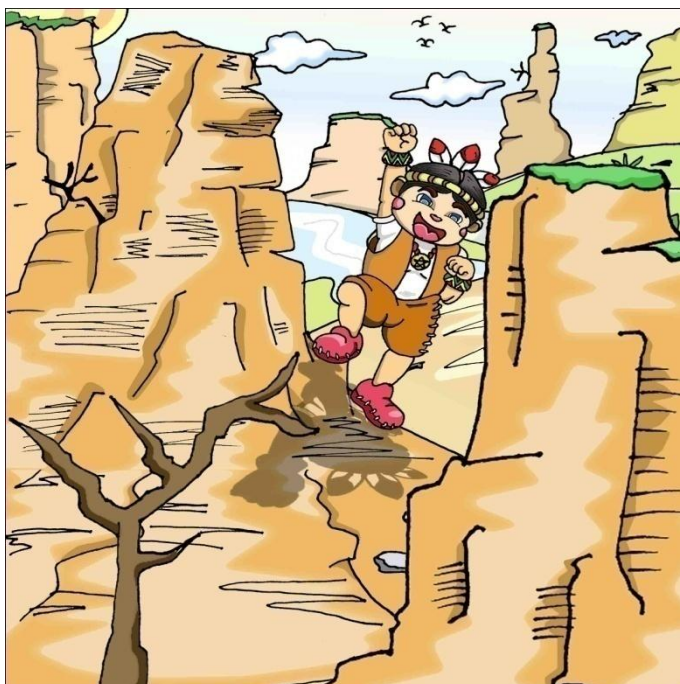


There's a deep river!

He swims across the deep river/
Swim/ swim/ swim/ swim/ swim/
swim.

Tunjuk.

*Berenang dengan menarik tali
kekang.*

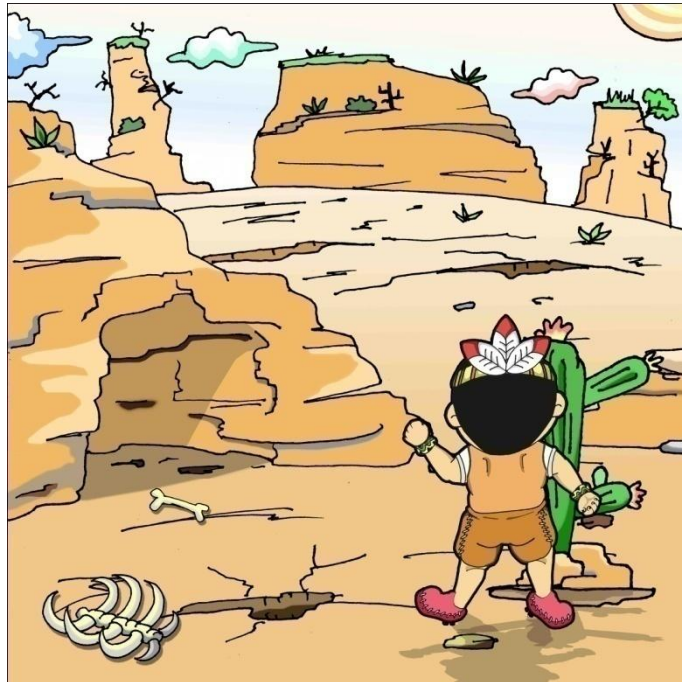


There's a steep hill.

He climbs the steep hill,
gasp/ gasp/ gasp/ gasp/ gasp/
gasp.

Tunjuk.

Naik ke atas bukit.
Buat suara terengah-engah.



There's a cave! It's a very dark cave!

He looks into the dark cave/
peep/ peep/ peep/ peep/ peep/
peep.

He listens.

Tunjuk.

Bergerak ke kanan dan ke kiri.

Letakkan telapak tangan di dekat telinga.



He goes into the dark cave/
creep/ creep/ creep/ creep/
creep/ creep.
Deeper and deeper/ and deeper
and deeper and deeper/ into the
dark cave...

Suddenly!

A lion!

Merangkak.

*Buka mata lebar-lebar dan ubah
wajah tersenyum puppet menjadi
wajah ketakutan.*

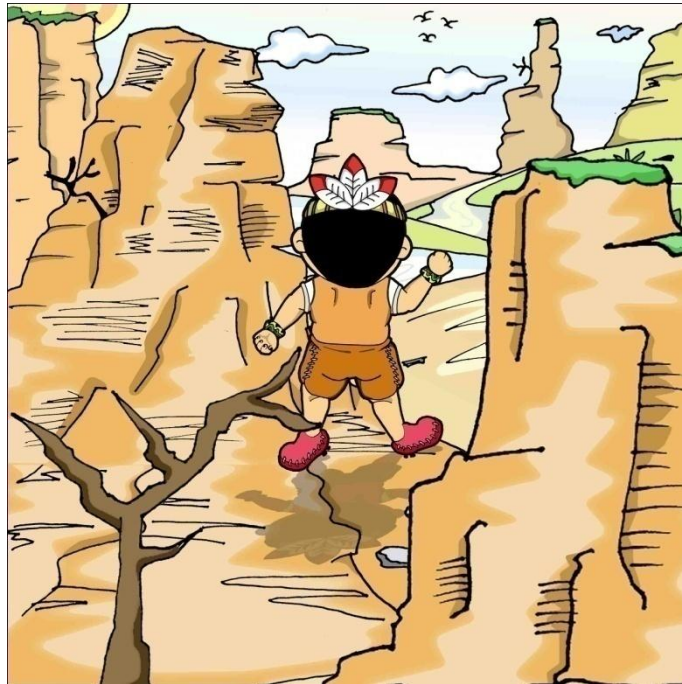


The little Indian boy runs out of
the cave/

pitter/ patter/ pitter/ patter/

pitter/ patter.

Lari.



Down the hill/

stumble/ stagger/ stumble/
stagger/ stumble/ stagger.

*Tersandung, terhuyung ke kanan
dank e kiri.*



Across the river/
swim/ swim/swim/ swim/
swim/swim.

Berenang.



Through the mud/
suck/ squelch/ suck/ squelch/
suck/ squelch.

berjalan

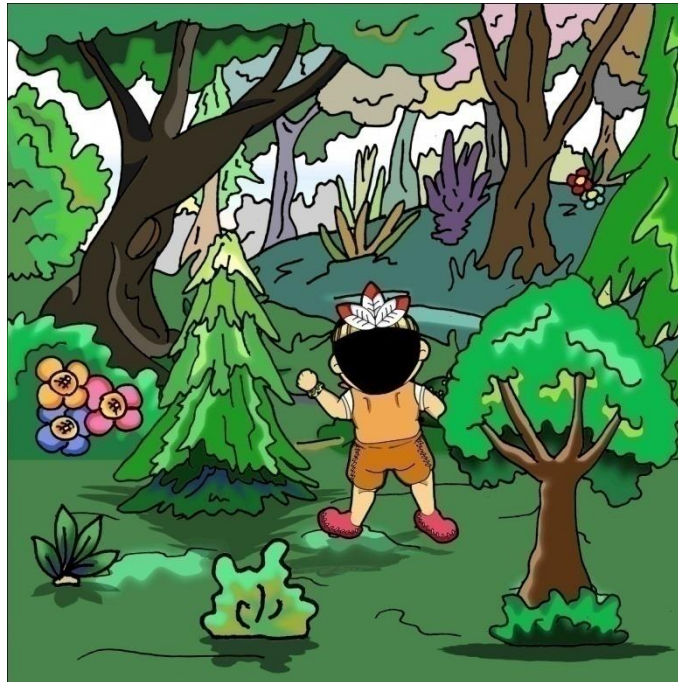


Through the grass/

swish/ swish/ swish/swish/ swish.

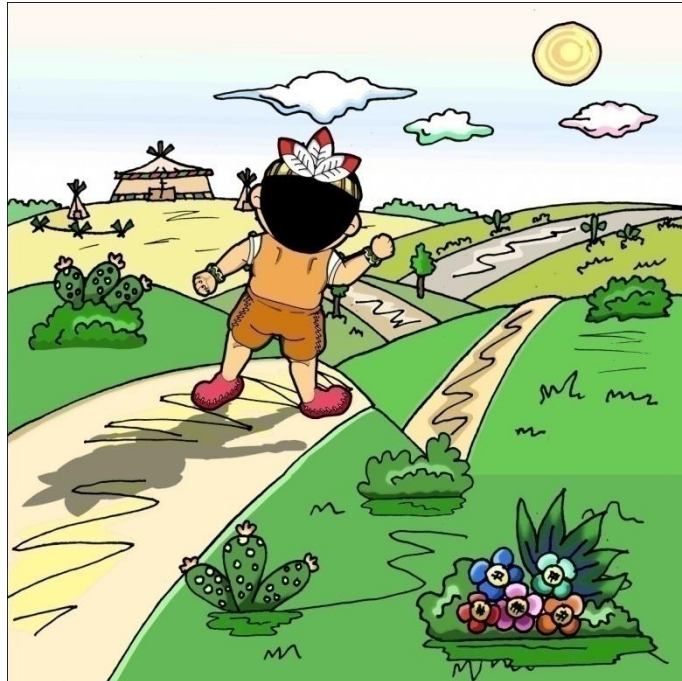
Pisahkan semak-semak.

Part 17



Through the wood/
tip/ toe/ tip/ toe/ tip/toe.

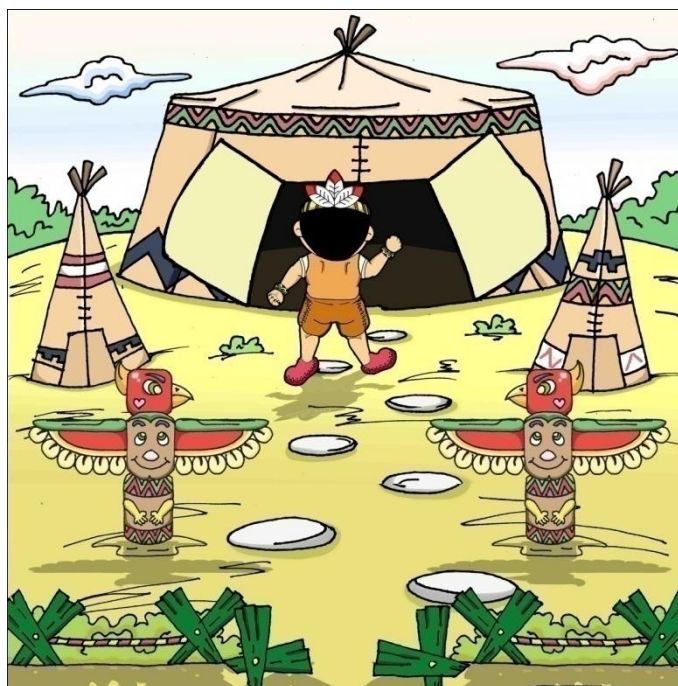
Jinjit, turun.



Up the road/

run/ run/ run/run/ run/ run.

Lengan naik turun, lari.



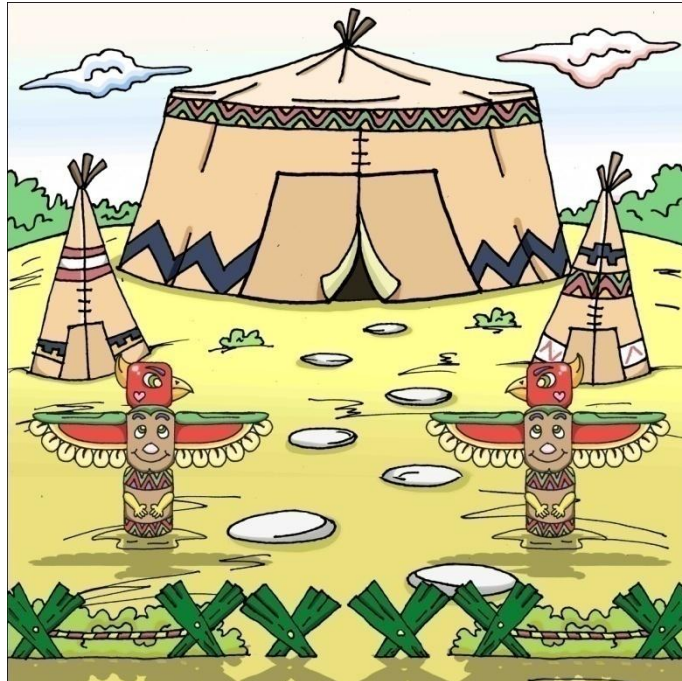
Open the gate/ close the gate/
Click.

Up the garden path/

run/ run/run/ run/ run/ run.

Buka, tutup pintu.

Lari.



Open the door/ close the door/

Bang.

“**Don’t bang the door!**” says his
mum.

“Ooooooooooooooooooooooooooooo/”
Mum.”

Buka, tutup pintu.



ASSESSMENTS AND KEY ANSWERS



TASK 1

Listen to your teacher. Give opinions about what she/he is talking about.

(Dengarkan gurumu. Berikan pendapatmu tentang apa yang dia bicarakan.)

- Tunjukkan *The Little Indian puppet*. Pimpin sebuah diskusi dengan :
 - a. meminta siswa menebak siapa karakter yang sedang dibicarakan.
 - b. menanyakan apakah mereka pernah melihatnya.
 - c. meminta siswa menebak cerita seperti apa yang akan mereka dengar.
 - d. menanyakan apakah siswa ingin seperti karakter cerita.



TASK 2

Make a headband using the strips on the appendix. Cut and stick each side of the strips.

(Buat sebuah headband dengan menggunakan strip di lampiran. Potong dan tempelkan tiap sisi dari strip tersebut.)

- Minta siswa untuk membuat *Indian headband*. Bantu siswa untuk membuat *Indian headband*.



TASK 3

Listen to your teacher's instructions. Let's play the game.



















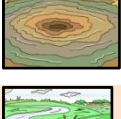











- Jelaskan peraturan *robot game*, yaitu:
- a. minta dua siswa bertindak sebagai robot.
 - b. sang robot melakukan perintah yang diberikan siswa seperti:
 - ✓ Membuka mata dan menguap saat mendengar kata *wakes up*
 - ✓ Meniru gerakan memakai baju saat mendengar kata *gets dressed*
 - ✓ Meniru gerakan makan dan minum saat mendengar kata *has breakfast*
 - ✓ Meletakkan tangan disamping mulut saat mendengar kata *says*
 - ✓ Berjalan saat mendengar kata *walks*
 - ✓ Bersiul saat mendengar kata *whistle*
 - ✓ Mendorong lengan ke depan saat mendengar kata *open*
 - ✓ Menarik lengan ke dada saat mendengar kata *closes*
 - ✓ Melatakan telunjuk di depan bibir saat mendengar kata *sh*
 - ✓ Berjinjit saat mendengar kata *tip toe*
 - ✓ Menggerakkan lengan ke samping saat mendengar kata *swish*
 - ✓ Meniru gerakan masuk dan keluar dari lumpur saat mendengar kata *suck squelch*
 - ✓ Mengayunkan tangan ke depan ke belakang saat mendengar kata *swim*
 - ✓ Terengah-engah saat mendengar kata *gasp*
 - ✓ Melihat dari samping ke depan saat mendengar kata *peep*
 - ✓ Meletakkan tangan di samping telinga saat mendengar kata *listen*
 - ✓ Meniru gerakan merangkak menggunakan tangan saat mendengar kata *creep*
 - ✓ Berlari saat mendengar kata *run*
 - ✓ Membuat suara gaduh dengan menggunakan kaki saat mendengar kata *pitter patter*
 - ✓ Meniru gerakan tersandung dan terhuyung saat mendengar kata *stumble stagger*
 - c. Minta seluruh kelas untuk melakukan hal yang sama.
 - d. Ulangi seluruh instruksi hingga siswa dapat melakukan gerakan.



TASK 4

Match the pictures with the correct words by drawing lines. Number 1 is done for you.

(Jodohkan gambar dengan kata yang tepat dengan menarik garis. Nomor 1 telah dikerjakan untukmu.)

1.			 bed
2.			 dark cave
3.			 dark wood
4.			 wet mud
5.			 garden path
6.			 twisty road
7.			 deep river
8.			 green gate
9.			 tall grass
10.			 steep hill



While-Listening

TASK 5

Listen to your teacher. Repeat after her/ him. Do the instructions correctly.

(Dengarkan gurumu. Ulangi setelah beliau. Kerjakan perintah dengan benar.)

- Ingat kata-kata yang ada dalam task tiga saat bercerita.
- Minta siswa untuk mengulangi kata-kata tersebut dan minta mereka untuk melakukan gerakan saat mengucapkannya.



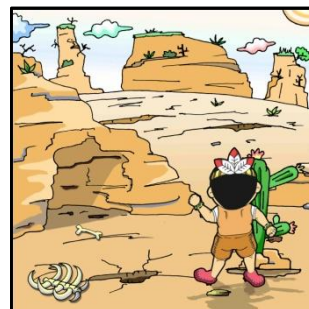
TASK 6

While you are listening, rearrange the pictures below to make a good story. Number one is done for you.

(Saat kau mendengar, urutkan gambar di bawah ini untuk membuat cerita yang bagus. Nomor satu telah dikerjakan untukmu.)



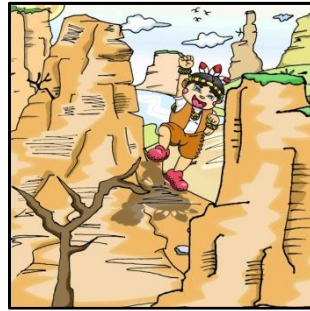
1



10



4



9



7



11



2



5



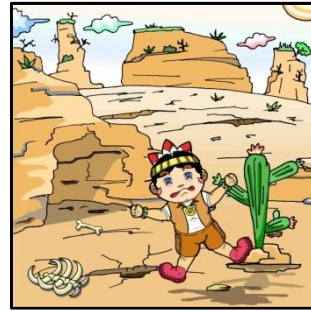
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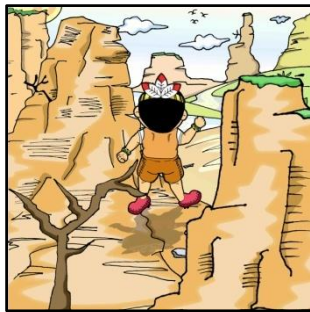
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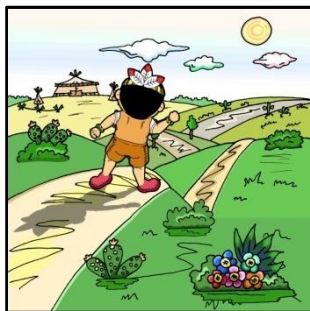
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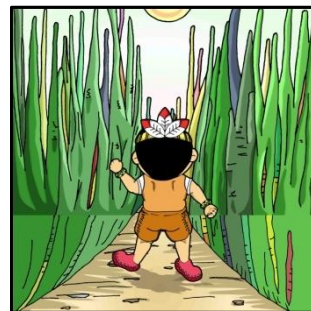
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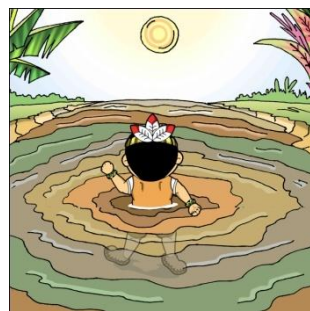
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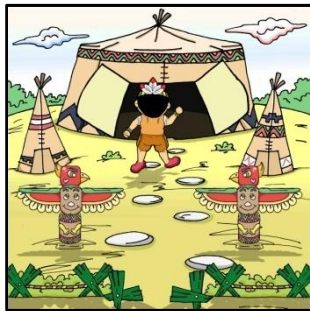
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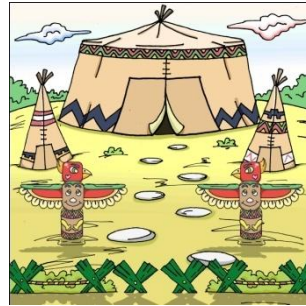
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17



19



20



TASK 7

Imagine that you are the Little Indian boy. Make a map of your adventure by drawing the places you want to visit based on the Little Indian Boy story.

(Bayangkan bahwa kau adalah si Little Indian Boy. Buatlah sebuah peta dari petualanganmu dengan menggambar tempat yang ingin kau kunjungi berdasarkan cerita.)

- Minta siswa menggambar 5 setting yang ada dalam cerita.



TASK 8

Work in pairs.

One of you tells about your adventures, and the other listens to the story. For the speaker, do the movement when you are telling your adventure.

For the listener, put a tick (✓) in the places which are visited by your friend.

Do it in turns.

(Bekerjalah secara berpasangan. Salah satu diantara kalian bercerita and yang lain mendengarkan. Bagi yang bercerita, jangan lupa untuk melakukan gerakan. Bagi yang mendengarkan, beri tanda silang di tempat yang dikunjungi temanmu. Lakukan secara bergantian.)

- Siswa mengisi nama pasangannya pada boks *orange* dibawah.
- Guru memantau siswa saat bercerita.
- Untuk mengetahui apakah jawaban siswa benar, guru dapat mengecek peta pasangan siswa.

_____’s Adventures	
bed room	
dining room	
garden path	
green gate	
twisty road	
dark wood	
tall grass	
wet mud	
deep river	
steep hill	
dark cave	

RESOURCES

<http://us.cdn2.123rf.com/168nwm/atoss/atoss1501/atoss150100129/35634188-one-black-currant-isolated-on-white-background.jpg>

https://www.petinsurance.com/healthzone/pet-articles/pet-health-toxins/~/_media/All%20PHZ%20Images/Article%20images/October%20images/194chocolatechip.ashx

<https://jacobskitchen.files.wordpress.com/2010/06/strawberry-jam-4b1.jpg>

<http://www.candywarehouse.com/assets/item/large/Green-Metallic-Foil-Wrapped-Hard-Candy-130875.jpg>

<https://acoupleinthekitchen2.files.wordpress.com/2011/12/meltingwhitechocolate2.jpg>

<https://encrypted-tbn0.gstatic.com/images?q=tbn:ANd9GcThTSjzf6ldzx1XgEMfvW89geAnB3GUbCIylqoqauvWcGyRFuhNTQ>

APPENDICES

The Gingerbread Man



1. Flashcards



currant /ˈkʌr.ənt/



chocolate chip /ˈtʃɒk.lət/ /tʃɪp/



strawberry jam /ˈstrɒ.bər.i/ /dʒæm/

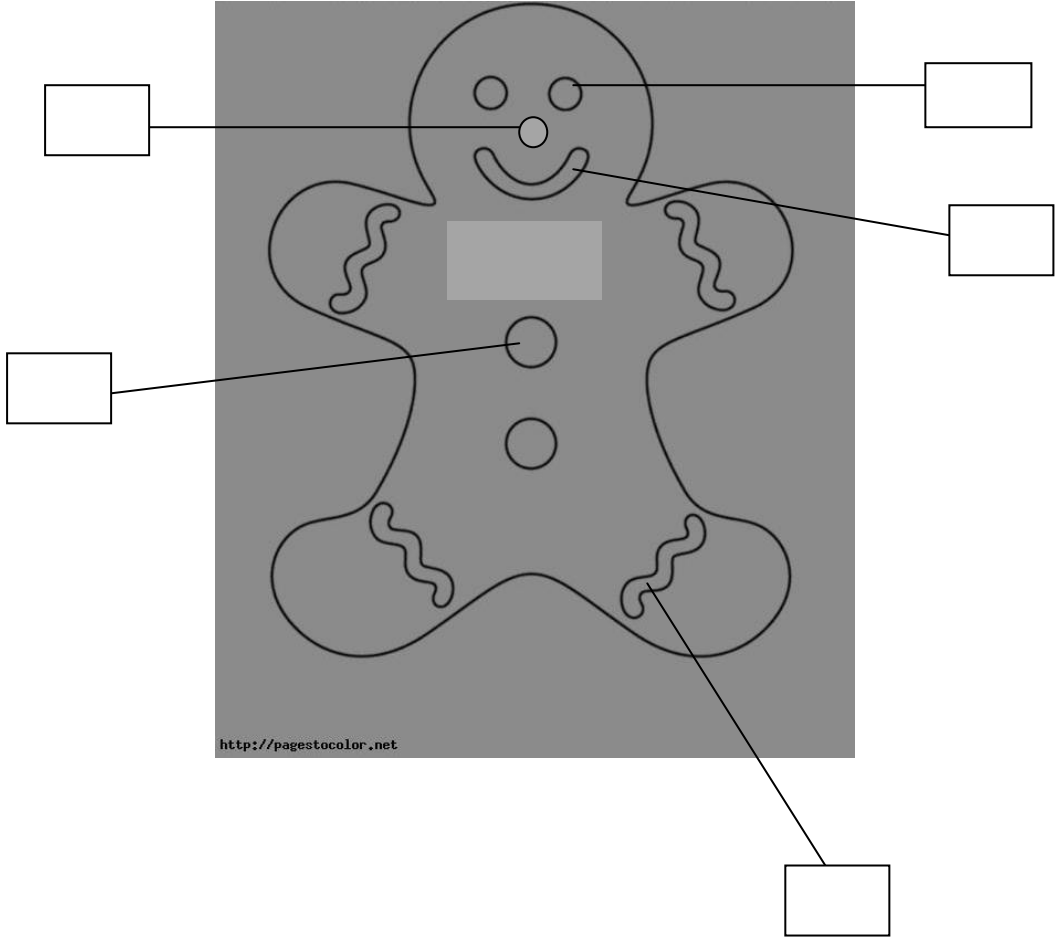


candy /ˈkæn.di/



melted white chocolate /ˈmel.tɪd/ /waɪt/ /ˈtʃɒk.lət/

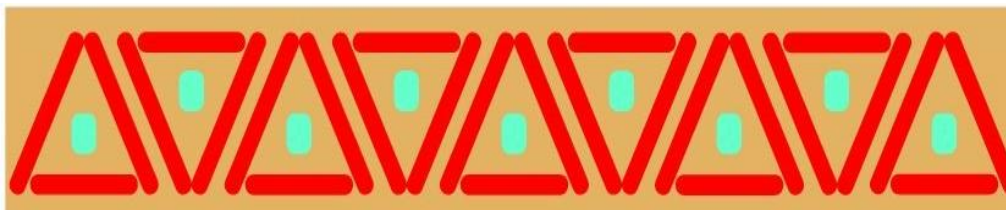
2. Task 8



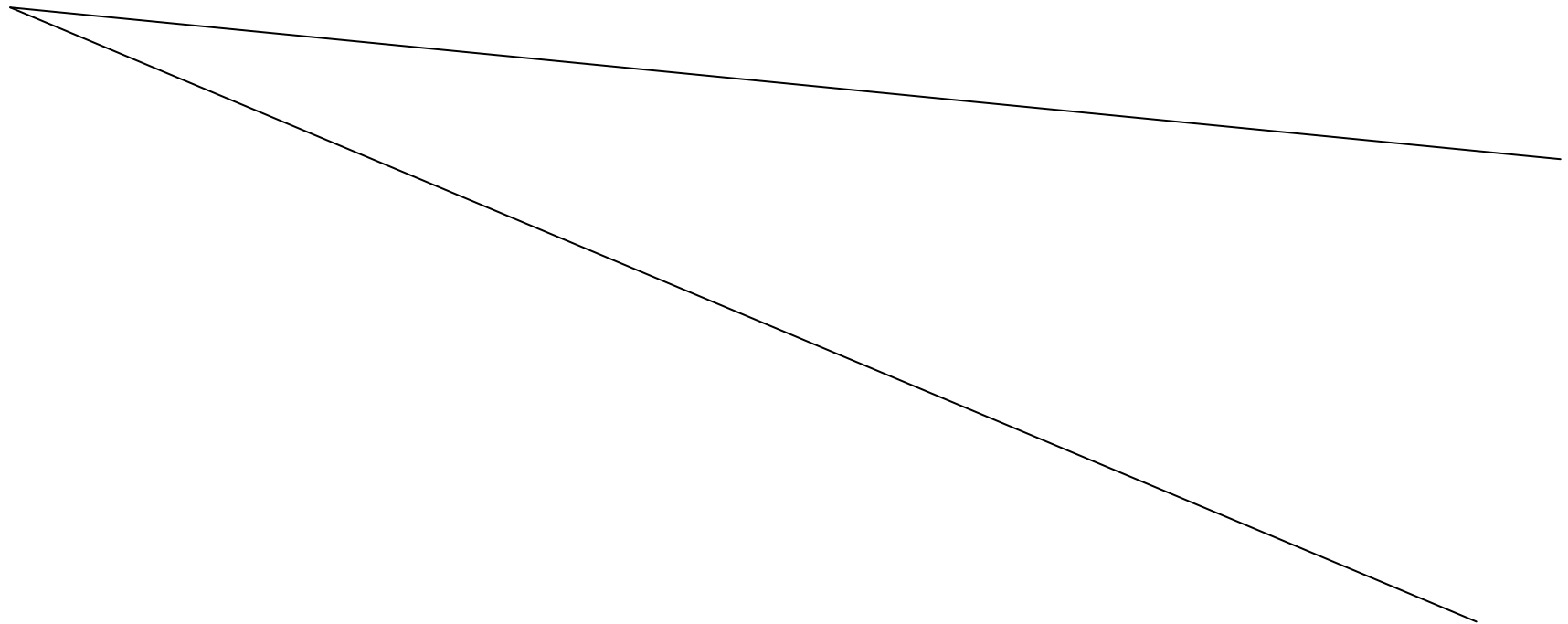
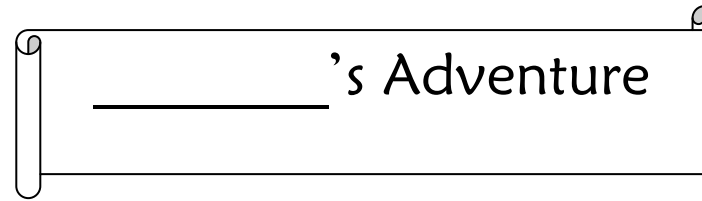
The Little Indian Boy

Unit
2

1. Task 2



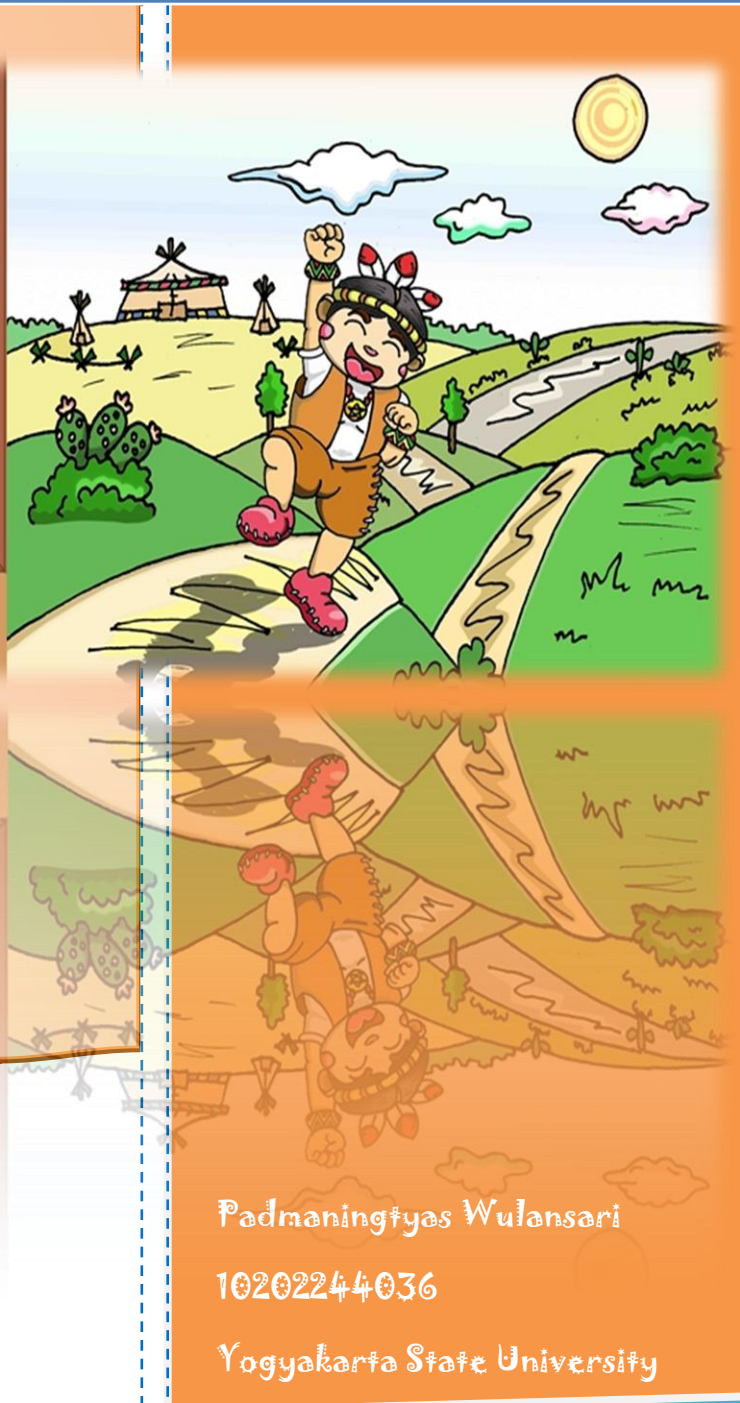
2. Task 7



APPENDIX I:

STUDENTS' WORKBOOK

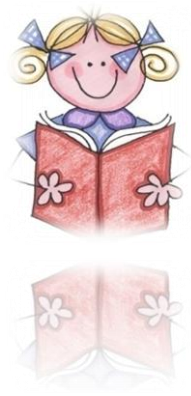
Picture Series – Students' Workbook



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Yogyakarta State University



Picture Series

Students' Workbook



Introduction

This workbook is developed based on *The Gingerbread Man* and *The Little Indian Boy* stories. The stories cover two themes, those are food and adventures. The material taught through the stories is responding to instructions.

This book is used to measure students' understanding of the materials. There are two units developed in this book. Each unit consists of eight activities. The activities adapt the listening cycle. The cycle consists of *pre-listening*, *while-listening*, and *post-listening*. In *pre-listening*, students are introduced *vocabularies* related to the stories. Then, students are involved in the stories in *while-listening* activities. The last, students' understanding of the stories is checked through *post-listening* activities.

At the end of the lesson, students are expected to be more competent in listening skills.



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This book belongs to

ooo



Full name :

Nick name :

Class :

Gender : boy/ girl

Age :

Address :



UNIT

1

The Gingerbread Man





The Gingerbread Man Assignments



Pre-Listening



TASK 1

Stick the pictures to the right words.

(Tempelkan gambar pada kata-kata yang tepat.)



TASK 2

Listen to your teacher's instructions. Let's play the game.

(Dengarkan instruksi dari gurumu. Mari kita bermain.)



TASK 3

Listen to your teacher. Repeat after her/him.

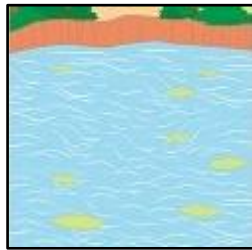
(Dengarkan gurumu. Ulangi perkataannya.)



COTTAGE



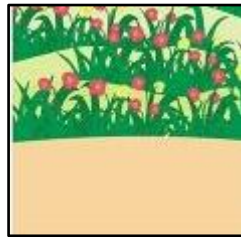
BARN



RIVER



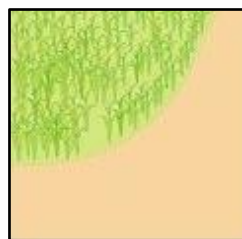
KITCHEN



FLOWER GARDEN



RIVER BANK



CORN FIELD



While-Listening



TASK 4

Listen to your teacher. Repeat after him or her.

(Dengarkan gurumu. Ulangi perkataannya.)



TASK 5

Listen to your teacher's instructions. Do the instructions correctly.

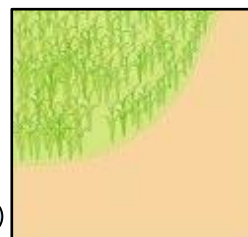
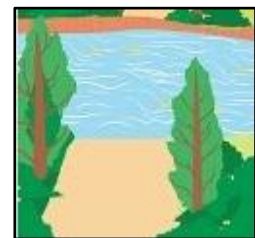
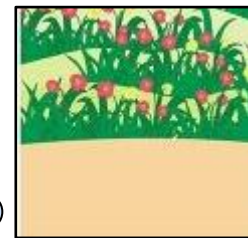
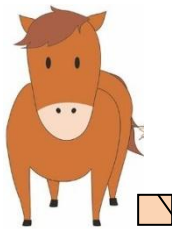
(Dengarkan instruksi dari gurumu. Lakukan dengan benar.)



TASK 6

Listen to the story carefully. Match the characters with the places the Gingerbread Man met them by drawing lines.

(Dengarkan cerita baik-baik. Jodohkan gambar tokoh dengan tempat dimana Gingerbread Man bertemu dengan mereka menggunakan garis.)





Post-Listening



TASK 7

Put a ☺ if the statement is true. Put a ☹ if the statement is false.

(Berikan tanda ☺ jika pernyataan berikut benar. Berikan tanda ☹ jika pernyataan berikut salah.)

1. The old man and old woman lived in a palace.	☹
2. The Gingerbread Man's eyes were made of currant.	
3. The buttons and clothes of the Gingerbread Man were made of candies and white chocolate.	
4. The old woman put a chocolate chip for the Gingerbread Man's mouth.	
5. The old woman put the Gingerbread Man in the oven.	
6. The Gingerbread Man passed the pig in the corn field.	
7. The Gingerbread man passed the cow in front of the barn.	
8. The Gingerbread Man passed the horse in the river bank.	
9. The Gingerbread Man could swim across the river by himself.	
10. The fox ate the Gingerbread Man.	



TASK 8

Work in a group of five. Listen to your teacher's instructions. Let's play the game.

(Bekerjalah dalam kelompok yang berjumlah lima orang. Dengarkan instruksi dari gurumu. Mari bermain.)

UNIT

2

The Little Indian Boy





The Little Indian Boy Assignments



TASK 1

Listen to your teacher. Give opinions about what she/he is talking about.

(Dengarkan gurumu. Berikan pendapatmu tentang apa yang dia bicarakan.)



TASK 2

Make a headband using the strips on the appendix. Cut and stick each side of the strips.

(Buat sebuah headband dengan menggunakan strip di lampiran. Potong dan tempelkan tiap sisi dari strip tersebut.)



TASK 3

Listen to your teacher's instructions. Let's play the game.



(Dengarkan instruksi gurumu. Mari bermain.)



TASK 4

Match the pictures with the correct words by drawing lines. Number 1 is done for you.

(Jodohkan gambar dengan kata yang tepat dengan menarik garis. Nomor 1 telah dikerjakan untukmu.)

1.		  bed
2.		  dark cave
3.		  dark wood
4.		  wet mud
5.		  garden path
6.		  twisty road
7.		  deep river
8.		  green gate
9.		  tall grass
10.		  steep hill



Listen to your teacher. Repeat after her/ him. Do the instructions correctly.

(Dengarkan gurumu. Ulangi setelah beliau. Kerjakan perintah dengan benar.)

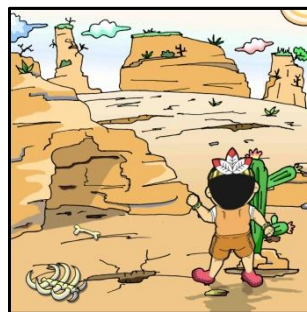


While you are listening, rearrange the pictures below to make a good story. Number one is done for you.

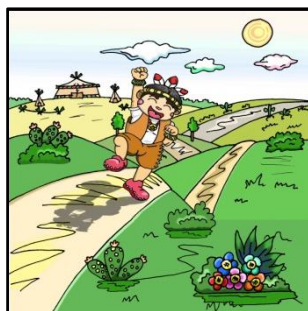
(Saat kau mendengar, urutkan gambar di bawah ini untuk membuat cerita yang bagus. Nomor satu telah dikerjakan untukmu.)



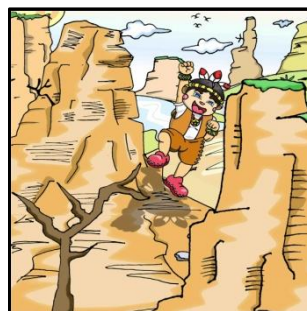
1



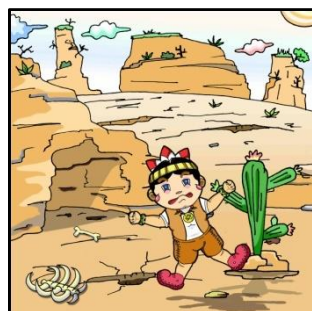
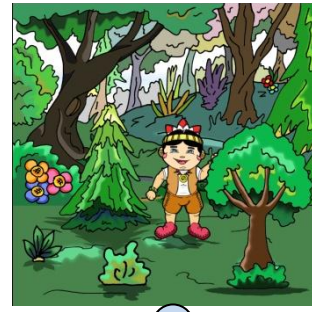
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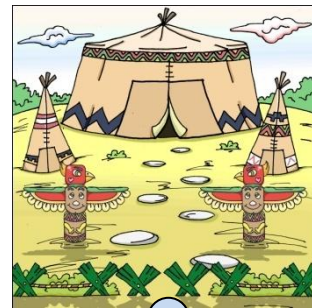
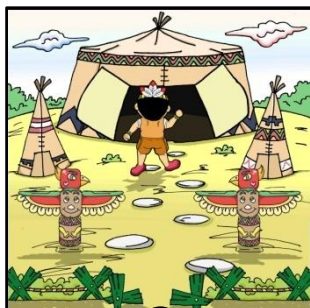
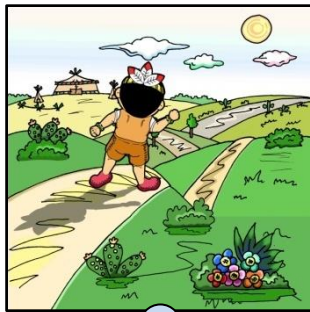
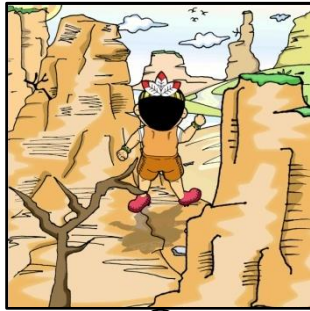


3



4







Post-Listening



TASK 7

Imagine that you are the Little Indian boy. Make a map of your adventure by drawing the places you want to visit based on the Little Indian Boy story.

(Bayangkan bahwa kau adalah si Little Indian Boy. Buatlah sebuah peta dari petualanganmu dengan menggambar tempat yang ingin kau kunjungi berdasarkan cerita.)



TASK 8


Work in pairs.

One of you tells about your adventures, and the other listens to the story. For the speaker, do the movement when you are telling your adventure.

For the listener, put a tick (✓) in the places which are visited by your friend.

Do it in turns.

(Bekerjalah secara berpasangan. Salah satu diantara kalian bercerita dan yang lain mendengarkan. Bagi yang bercerita, jangan lupa untuk melakukan gerakan. Bagi yang mendengarkan, beri tanda silang di tempat yang dikunjungi temanmu. Lakukan secara bergantian.)



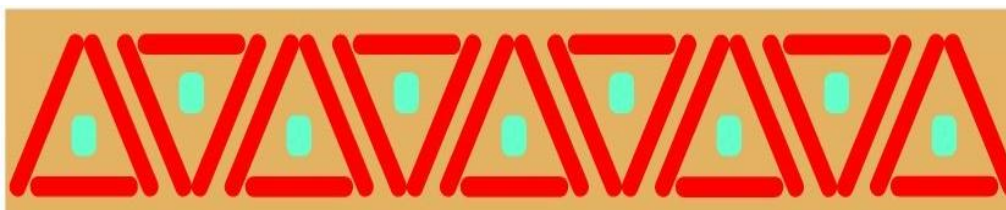
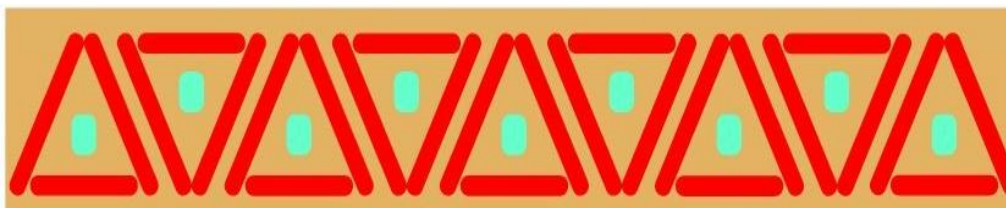
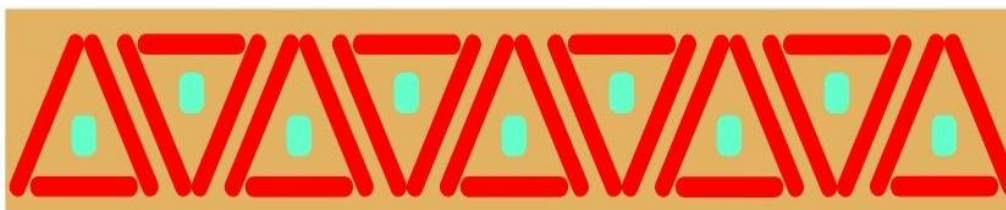
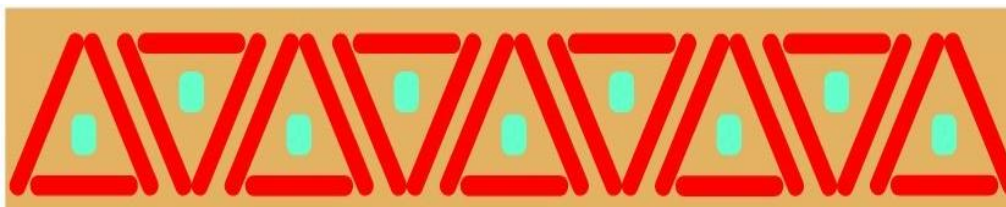
_____’s Adventures	
bed room	
dining room	
garden path	
green gate	
twisty road	
dark wood	
tall grass	
wet mud	
deep river	
steep hill	
dark cave	

APPENDICES

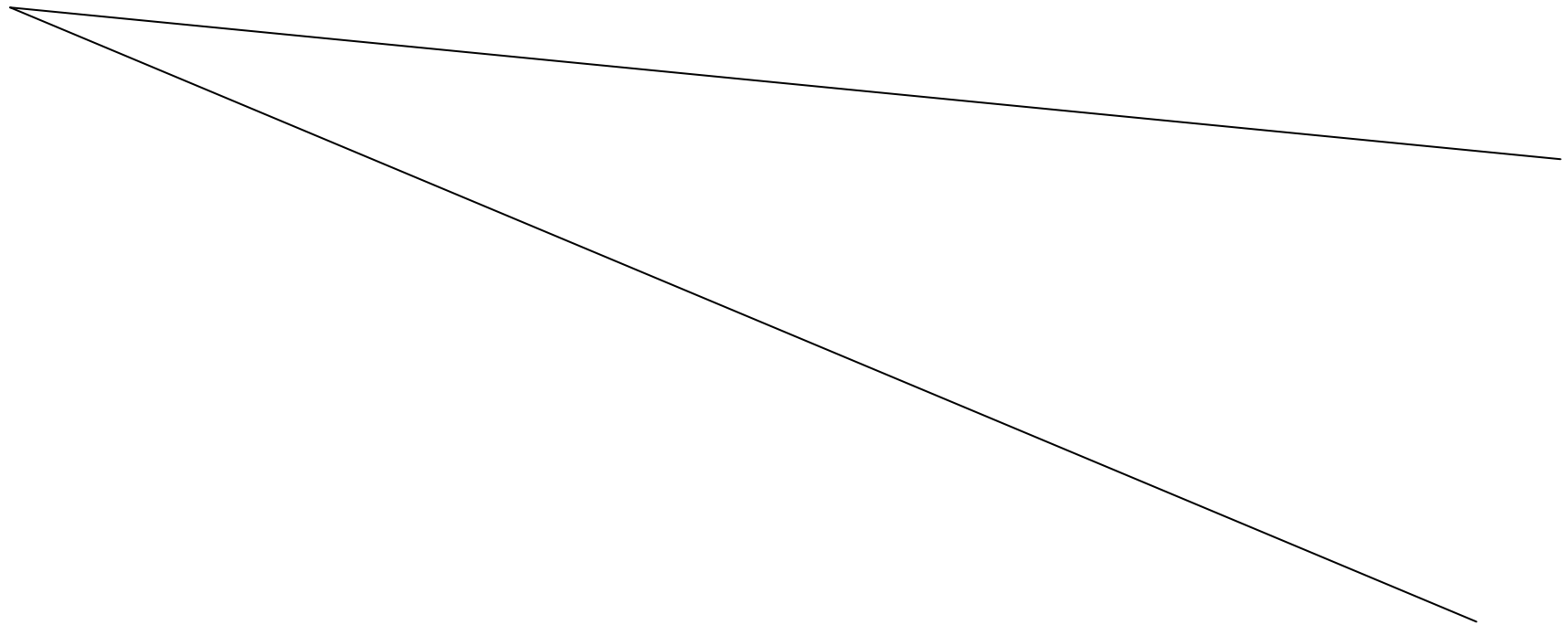
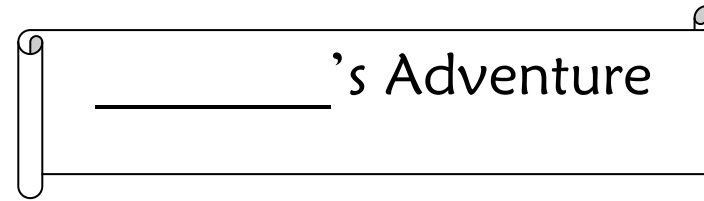
The Little Indian Boy

UNIT
2

1. Task 2



2. Task 7



APPENDIX J:

PHOTOGRAPHS



Picture 1: The researcher was explaining the materials



Picture 2: The students were sticking pictures on exercise pages



Picture 3: **The researcher was introducing vocabularies using flashcards**



Picture 4: **The students were playing *whisper race* game**



Picture 5: The students were listening to the story



Picture 6: The students were playing *competition* game



Picture 7: The researcher was leading a discussion about *The Little Indian Boy*



Picture 8: The students were playing *robot* game



Picture 9: **The students were making headbands**



Picture 10: **The students were listening to the story**



Picture 11: **The students were drawing maps**



Picture 12: **The students were playing with the picture series**